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A STUDY OF THE DEFENSE ADVISORY  
COMMITTEE ON WOMEN IN THE SERVICES

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SCHOOL OF PUBLIC COMMUNICATION

BOSTON UNIVERSITY

A STUDY OF THE DEFENSE ADVISORY  
COMMITTEE ON WOMEN IN THE SERVICES

Presented in Partial Fulfillment of the Requirements  
for the Degree Master of Science in Public Relations

By

ALICE V. BRADFORD

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Lieutenant Commander  
United States Navy

August 1964

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## ACKNOWLEDGEMENTS

The author served as Projects Coordinator of the Defense Advisory Committee on Women in the Services from June 1960 to June 1963. During that time I became familiar with all aspects of the work of the Committee, through my own experiences and through studying the files of the Committee and meeting former Committee and Secretariat members.

For this study of the Committee's efforts to influence the attitude of the general public about women in the services, I am particularly indebted to the members who responded to my questionnaire. A number responded to the questionnaire and provided information beyond the scope of the questionnaire. Also, several who wrote that they could not answer the questionnaire did provide other information and comments. Several Committee and Secretariat members cooperated with the author in personal interviews, which were unstructured in design. The Secretariat was most cooperative in making requested materials available and in permitting the files of the Committee to be studied.

Much gratitude goes to Dr. Bernard Rubin, Chairman of the Graduate Studies Division, and Dr. Otto Lerbinger, Chairman of the Department of Public Relations at the School of Public Communication, Boston University. Their advice and guidance in the planning and execution of this study were invaluable.

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## INTRODUCTION

The Defense Advisory Committee on Women in the Services\* was established in 1951, under the Assistant Secretary of Defense (Manpower), to provide the Department of Defense with "advice on matters pertaining to women in the armed forces--obtaining women for the services, retaining them, utilizing their capabilities,..."<sup>1</sup> The first objective set by the group was to assist in a unified recruiting campaign. The goal was to get 72,000 more women in the armed forces by June of 1952.

When the Korean armistice was effected in 1953 the Committee and the Assistant Secretary of Defense (Manpower) agreed that the work that had been started by the Committee in increasing public awareness of the role of women in the armed forces should not be lost. Accordingly, in January 1954 the Defense Advisory Committee on Women in the Services became a continuing committee, subject to periodic review. The functions of the Committee are delineated in Department of Defense Directive 5120.14:

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\* The Defense Advisory Committee on Women in the Services will be referred to interchangeably as DACOWITS and the Committee.

<sup>1</sup>History of the Defense Advisory Committee on Women in the Services, (Secretariat, Defense Advisory Committee on Women in the Services, Washington, D. C., undated), p. 1. (mimeographed)

The Defense Advisory Committee on Women in the Services was established in 1945, under the Assistant Secretary of Defense (Manpower), to provide the Department of Defense with information on matters pertaining to women in the Armed Forces. Initially, the committee was composed of representatives of the various services, and its primary function was to advise the Department of Defense on matters relating to the services, including the status of women in the services. The first objective of the committee was to assist in a unified recruitment program. The committee was set up in 1945, and its first report was issued in June of 1946. Since the Korean conflict was entered in 1950, the Committee and the Assistant Secretary of Defense (Manpower) agreed that the work had been of great value to the Committee in increasing the awareness of the role of women in the Armed Forces and in the Department of Defense. In January 1951, the Defense Advisory Committee on Women in the Services proposed a continuing committee, subject to periodic review. The functions of the Committee are defined in Department of Defense Directive 5120.14:

\*The Defense Advisory Committee on Women in the Services will be referred to interchangeably as DAOWS and the Committee.

History of the Defense Advisory Committee on Women in the Services (DAOWS)  
The Committee was established in 1945, under the Assistant Secretary of Defense (Manpower), to provide the Department of Defense with information on matters pertaining to women in the Armed Forces. Initially, the committee was composed of representatives of the various services, and its primary function was to advise the Department of Defense on matters relating to the services, including the status of women in the services. The first objective of the committee was to assist in a unified recruitment program. The committee was set up in 1945, and its first report was issued in June of 1946. Since the Korean conflict was entered in 1950, the Committee and the Assistant Secretary of Defense (Manpower) agreed that the work had been of great value to the Committee in increasing the awareness of the role of women in the Armed Forces and in the Department of Defense. In January 1951, the Defense Advisory Committee on Women in the Services proposed a continuing committee, subject to periodic review. The functions of the Committee are defined in Department of Defense Directive 5120.14:

A. Interpret to the public the need for and the role of women in the armed services. Encourage the acceptance of a period of military service as a citizenship responsibility by qualified women and emphasize the responsibility assumed by all components of the Department of Defense as to the effectiveness and well being of the service-women. Activities of the Committee shall be in support of, although not contingent upon, the recruiting objectives for women in the individual services.

B. Advise the Assistant Secretary of Defense (Manpower) and the military departments, as requested, on matters relating to the women in the services. In this connection, individual Committee members or groups of members may be called upon to conduct special studies in such areas as procurement, training, utilization, housing, health and welfare.<sup>1</sup>

The use of highly placed volunteers, particularly by non-profit organizations, is an accepted public relations technique. They become identified with its objectives, and will frequently bring in additional support by their crusading among their own friends. "With their intimate knowledge of the organization, and the prestige of being a part of it, the volunteer workers will defend it against all critics. And they will be convincing because they have no selfish interest in it."<sup>2</sup>

In this study, which will concentrate on Function A, we shall discuss the selection of women for appointment to the Defense Advisory Committee on Women in the Services. We shall see how the members of the committee become "experts" on the

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<sup>1</sup>U. S. Department of Defense Directive 5120.14. Defense Advisory Committee on Women in the Services. July 13, 1962. p. 2.

<sup>2</sup>Raymond Rich and Charles M. Swart, "Public Relations, For Nonprofit Organizations," Public Relations Handbook (2nd ed), ed. Philip Lesly (Englewood Cliffs, N. J.: Prentice-Hall, 1962), p. 361.



subject, so that coupled with their audiences' acceptance of their trustworthiness they will be considered credible. Since part of their assignment is to influence the attitudes of the public toward women in the services, we shall endeavor to find an indication of just what those attitudes are. We shall look at the methods of communication used by the members to inform the general public about women in the services. And finally, based on the foregoing, we shall reach some conclusions and make some suggestions for the future direction of the Defense Advisory Committee on Women in the Services.

1. THE COLLECTION OF MEMBERS

Department of Defense Directive 2100.1 says that "The Committee shall be composed of not more than fifty civilian women, selected on the basis of their outstanding reputation in business, the professions, and in civic or public life, with due regard to equitable field of interest and geographical representation." It further states that they "will be appointed by the Secretary of Defense." It further word is given in the Directive as to how the members are selected, but the Committee's Operating Guide, issued for the instruction of those concerned with the operations of the Committee, states that "upon request of the Assistant Secretary of Defense (Manpower), nominations to membership of the Committee may be submitted through the Secretariat by Committee members and by each of the military departments."

Since communicating information to people through their group memberships requires the assistance of persons who have influence with groups and with group leaders, it is desirable to investigate how members for membership on the Committee are chosen. Once a year, usually in the early spring, the Assistant Secretary of Defense (Manpower) sends a letter to



memorandum to the Secretaries of the Army, Navy and Air Force inviting them to nominate women for membership. Normally this invitation includes a listing of states from which nominees will be considered, in order to give due regard to geographical representation. About 1962 the practice was initiated of including a suggested format for presenting the information on nominees. This was instituted in order to assure receipt of minimum information needed, and to provide some degree of consistency. The form requests the nominee's name, address, occupation, education, organizational memberships with an indication of offices held, and any prior military service. Since the institution of the form it has been found that respondents generally limit themselves to this information.

The Secretaries are not restricted to the number of nominees they can submit, and annually there are ten to twenty times more nominations than there are vacancies. How the Secretaries obtain nominees is not questioned by the Assistant Secretary, but it is known that the request for nominations is passed down the Service Secretaries' chains of command to various commanders throughout the United States.

Members of the Committee who are serving their third year and will rotate off the Committee at the end of the calendar year are also invited to nominate women for membership, and are provided forms identical to those given the Service Secretaries. Nominations are not solicited from other than the above sources,

responsibility to the Government of the United States and all other  
countries to which it is referred. It is the policy of the  
Government to make a study of the situation in each of these  
countries in order to give the necessary assistance.  
The Government, through the various agencies of the  
Department, is authorized to present the information on  
this subject to the various agencies of the Government.  
This was included in order to secure the best  
possible information needed, and to provide some basis of com-  
parison. The form requests the names, addresses, occupa-  
tion, education, organizational membership with an indication  
of office held, and any other military service. Since the  
information of the form is not used for any other purpose  
generally that it is used for this information.  
The Government was not consulted as to the matter of con-  
fidentiality, and usually there are two to twenty times  
more names than there are requested. For the Government  
to obtain names is not questioned in the least. It is  
but it is known that the request for nomination is passed down  
the various departments, and it is known to various commands  
throughout the United States.  
Members of the Government who are serving their third year  
and will receive the Government at the end of the election year  
are also invited to nominate when they are requested. The  
information is included in the form given the various agencies.  
The information is not used for any other purpose.

but are accepted from others. The most usual sources of unsolicited nominations are the President, members of Congress, and former members of the Committee.

For membership on the Defense Advisory Committee on Women in the Services, persons are needed who are actually influential in attitude and opinion formation and change in their community and/or their profession. In a study done for the World Peace Organization, Alfred O. Hero identified the various levels of community decision-makers and leaders.<sup>1</sup> Members of the top circle were usually born in the community, or have resided there for over a generation. They are generally between 45 and 65 years of age, Protestant, Anglo-Saxon even if the majority of the community is not, were born into at least the upper-middle class, and have college educations. They own substantial stock, serve on one or more boards of directors, or belong to the family of a senior industrial or business leader. Women are seldom on the top level, and when they do appear are relatively low in rank and confine themselves to charitable and civic activities. However, only a minority of the persons in a community who fit the above description are found on the top level; others are on the second or lower levels of influence. To find the minority on the top level requires an analysis of the specific community.

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<sup>1</sup>Alfred O. Hero, Opinion Leaders in American Communities (Boston: World Peace Foundation, 1959), pp. 8-10.

but are suggested from abroad. The most usual sources of such limited nominations are the residents, members of Congress, and former members of the Committee.

The membership on the Defense Advisory Committee on Women in the Services, however, are needed who are actually interested in activities and general information and change in their community and/or their profession. It is a study done for the World Peace Organization, Walter O. Howe identified the various levels of community decision-makers and leaders. Members of the top circle were usually born in the community, or have resided there for over a generation. They are generally between 45 and 65 years of age, Protestant, Anglo-American even if the majority of the community is not, were born into at least the upper-middle class, and have college education. They own substantial assets, serve on one or more boards of directors, or belong to the family of a senior industrial or business leader. Women are seldom on the top level, and when they do appear are relatively few in rank and confine themselves to charitable and civic activities. However, only a minority of the persons in a community who fit the above description are found on the top level; others are on the second or lower levels of influence. To find the minority on the top level requires an analysis of the specific community.

Some types that are almost never in the top level are:

(1) clergymen, civic leaders, and "do gooders" generally; (2) editors of newspapers, managers of radio and television stations, and other top "hired men" in mass media and voluntary organizations; (3) leaders of ethnic groups; (4) presidents and faculty members of institutions of higher learning, intellectuals generally, and people who are overtly critical of the local social system; (5) people less than 35 years old; (6) specialists in most fields other than law, business, and industry (and, in rural sections, agriculture); (7) retired public servants who made a reputation elsewhere, such as generals, admirals, and diplomats; (8) labor leaders; (9) local professional and service organizations. Some individuals in these categories are found as members of the second level where they tend to exercise more specialized influence than do the top leaders.

Top leaders of a community focus their concern primarily, frequently exclusively, on local questions. More concern with information about the outside world is found on the second and lower levels of influentials. Among the leaders on the second level are leaders in the various professions, normally college graduates. Some may have come from lower-middle-class backgrounds. They include prominent physicians, chiefs of public health, directors of large hospitals, an occasional clergyman from a leading church, public relations men, senior bankers, a very few top civic leaders, presidents of relatively distinguished colleges and universities (usually not teachers' colleges)

Some types of the second level are:

(1) *Administrative, public interest, and the "public interest"* (1)

efforts of management, management of public and professional interest and

and other for "public interest" and professional interest

sections; (2) *Leaders of public interest* (2) *Professional and public*

members of institutions of public interest; *Professional public*

ally, and people who are directly involved in the local interest

system; (3) *People less than 15 years old*; (4) *Specialists in*

most fields other than law, medicine, and industry (and, in some

sections, *agriculture*); (5) *Retired public servants who were a*

*registration elsewhere, such as general, scientific, and linguistic*

(6) *Other leaders*; (7) *Local organizations and service organizations*

Some individuals in these categories are found as members of the

second level where they tend to exercise more specialized influence

than do the first level.

The leaders of a community have their own special interests.

They frequently exercise, on local questions, more influence than

information about the outside world is found on the second and

lower levels of institutions. Among the leaders on the second

level are leaders in the various professions, research, public

interests. Some may have more than lower middle-class backgrounds.

They include various occupations, fields of public

interest. They are often in a position to exercise influence on

from a local viewpoint, public relations and other problems.

For example, in the field of public relations, public relations

and public relations, public relations, public relations, public relations

the senior leaders of some ethnic groups, though not Negro leaders, sometimes the superintendent of schools, proprietors of large department stores, owners of smaller industries and top level executive personnel of larger ones, chairmen and other influential board members of newer and otherwise less powerful corporations, and leaders in professional fields of practical importance to the community. A small minority of women in some communities operate at this level, almost exclusively in the fields of public health, education and civic activities.

Members of the third level are not as clearly delineated as the first two. They are much more heterogenous, and may include persons in many of the occupations listed for the second level. At this level, too, are frequently found educators, newspaper editors, top local politicians, labor leaders, prominent ethnic group leaders, service group leaders, and leaders of a few professional organizations.

Hero says that the expertise and concern of the top level leaders is focused primarily on local questions. Although members of second and third levels are also primarily concerned with local problems, a minority of them are relatively concerned and informed about the outside world, and still are enough involved with community and local relationships to have rapport with the leaders who are primarily locally oriented. Since women in the services will seldom be a local issue, it would seem that although the membership of DACOWITS might include an

The central leaders of these groups are... through the...  
leaders, sometimes the concentration of...  
of large...  
level...  
individual...  
corporate...  
importance to the community...  
committee...  
fields of public health, education and civic activities.  
leaders of the...  
as the first two. They are much more heterogeneous, and are...  
divide between in many of the occupations listed for the second  
level. At this level, too, are frequently found educators, news-  
paper editors, top local politicians, labor leaders, prominent  
church group leaders, and leaders of a  
few professional organizations.  
Here again the the expansion and contraction of the...  
level leaders is...  
numbers of second and third levels are also primarily concerned  
with local problems, a majority of them are relatively concerned  
and interested about the outside world, and still are enough in-  
volved with community and local relationships to have response  
with the leaders who are primarily locally oriented. Since  
women in the movement will seldom be a local issue, it would  
be... include an



occasional second level leader who was concerned with the outside world, it should consist mostly of third and lower level leaders.

Women selected for membership on DACOWITS are generally on the same level of influence as the editor or publisher of the local papers, the managers or owners of the radio and television stations, and the president or other high official of the local colleges or universities. Thus they are able to open doors for the women recruiting and public information personnel. They can use their influence to have the mass media publicize information on programs or personnel of the armed forces. They can help open the doors to colleges, to make it easier for the women recruiters to get information to the women students on opportunities in the armed forces. The members are on the same influence level as the mayor or governor, or someone who has his ear, so that they can appeal for the inclusion of women in the services in appropriate ceremonies.

To identify the leaders of a community, ask individuals who are active and informed members of the community to identify persons who affect decisions in fields of concern to the investigation. If these people are unable to identify the leaders in question, they can generally direct you to someone who can. Hero suggests that the investigators combine the lists of suggestions, indicating the source of information and the frequency of mention for each person, and then gather a panel of those with the greatest

one level, it should be possible to find the level  
where it is possible to find the level  
where it is possible to find the level.

Women's studies in universities in the U.S. are more or  
less on the same level of influence as the studies on psychology of  
the local papers, the influence of owners of the media and the  
media studies, and the influence of other high officials of the  
local colleges or universities. They are able to open doors  
for the women's studies and public information programs. They  
can use their influence to have the women's studies programs  
included in programs or personnel of the women's studies. They can  
help open the doors to colleges, to make it easier for the women  
to get information to the women's studies on appropriate  
time in the women's studies. The women's studies on the same influence  
level as the women's studies, or women's studies who have the same  
that they can open for the women's studies in the services  
in appropriate services.

To identify the women's studies, ask individuals  
who are active and influential members of the community to identify  
persons who affect decisions in terms of access to the women's  
studies. If these people are unable to identify the women's studies  
question, they can generally find out the women's studies. Here  
suggests that the women's studies should be the focus of suggestions.  
Following the steps of identification and the frequency of mention  
the women's studies, and then a list of those with the women's

number of mentions. These people in turn can name a specified number of leaders, based on the criteria in question. From the resulting list, ask the people named on it to rank the names according to influence. There will generally be close agreement on about the top fifty percent.<sup>1</sup>

If you simply ask members of the community at large to name the influentials, they tend to name those most often appearing in the newspapers or on radio or television plus those occupying public offices. The less active an individual is in community affairs, the less valid will be his assessment of the identity of community leaders. The most valid are those evaluations made by persons in intimate contact with the people being evaluated, and who are themselves either on the same level of influence or on the level immediately above or below. Few individuals can accurately assess their own influence, usually tending to overestimate it. Also, to determine the leaders of particular subgroups, you must ask members of that group. Non-members seldom are able to make accurate evaluations, generally naming the spokesman for the group, who is not necessarily the influential.<sup>2</sup>

There are several problems in selecting influentials for membership on DACOWITS based on current nominating procedures.

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<sup>1</sup>Ibid. p. 6.

<sup>2</sup>Ibid. p. 5.

on about the top of the mountain.

If you simply ask members of the community at large to name the infiltrators, they tend to have those most often appearing in the newspapers or on radio or television give those overlying public officials. The same native or individual in the community active, the less valid will be his assessment of the identity of community leaders. The more valid are those over-

influence made by persons in intimate contact with the people being evaluated, and who are themselves either in the same level of influence or on the level immediately above or below. Now individuals are constantly aware of their own influence, usually seeking to overestimate it. Also, to determine the leaders of particular subgroups, you must ask members of that group. Members seldom are able to make accurate evaluations, normally naming the spokesman for the group, who is not necessarily the influential.

for identification purposes at no additional charge.

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The information supplied on the nominating forms is minimal, and does not allow fine discrimination. Although a proportion of the members of the Committee are supposed to be women influential in professions, nominations from Service Secretaries are predominantly of people influential in the community. This in part explains why at various times the Committee will not have a dietitian, occupational therapist, or physical therapist even though those are the three fields comprising the Medical Specialist sections of the services. Most of the nominations for these specialties and for nurses come from retiring Committee members and from the directors of the military sections concerned with the specialties. In some cases nominees are nominated as a reward for some service performed, and not necessarily because of their ability to perform the services desired by the Committee. This is a consideration particularly on nominees received from a political source. Another situation which occurs, fairly infrequently, is that a local command, either through disinterest or lack of time, will submit the same names year after year. There is then the question of whether or not the leaders and influentials in that area have changed, even though the nominees have not. A final problem in the consideration of nominations received, particularly from the Service Secretaries, is the consideration of whether a woman is influential in the community in her own right, or is the wife of an influential with no influence of her own. When a woman is recommended as a civic



leader, but the list of organizations of which she is a member and has held office is particularly sparse, this possibility should be considered. Although in some cases the husband's name provides an entree, the woman must be able to maintain whatever advantage that gives her.

Husbands who are influential may be indoctrinated to assist in the work of the Committee. In 1957 one husband was a member of the Joint Civilian Orientation Conference, a prestigious group. After the tour of military installations, he sent a letter to the Secretary of Defense, with a copy to the Assistant Secretary for Public Affairs, to the effect that they did not see any service women on the tour nor were they told about the importance of women in service. He mentioned in his letter that he was particularly aware of this because his wife was the Vice Chairman of DACOWITS. The fact that he felt strongly enough about it to write helped remind the Secretary, and his assistant responsible for so much of the publicity on the services, that they should not forget that they have women as an integral part of their services, and should include them in their publicity and briefings.

London, but the line of investigation of which she is a member and  
has held office in various capacities, this possibility should  
be considered. Although in some cases the husband's name pro-  
vides an answer, the woman must be able to maintain whatever  
advantage that given her.  
Husbands who are influential may be indoctrinated to  
assist in the work of the Committee. In 1977 one husband was  
a member of the Joint Division Orientation Conference,  
presumably from. After the tour of military installations, he  
sent a letter to the Secretary of Defense, with a copy to the  
Assistant Secretary for Public Affairs, to the effect that they  
did not see any service women on the tour nor were they told about  
the importance of women in service. He mentioned in his letter  
that he was particularly aware of this because his wife was the  
Vice Chairman of DAWGHERS. The fact that he felt strongly enough  
about it to write helped remind the Secretary, and his assistant  
responsible for so much of the publicity on the services, that  
they should not forget that they have women as an integral part  
of their services, and should include them in their publicity  
and writings.



## II. MEMBERS BECOME EXPERTS ON WOMEN IN THE SERVICES

In order to implement objective A of the Directive--to interpret to the public the need for and the role of women in the armed forces--it is necessary that the Committee have members who have credibility with their proposed audiences. The communicator of a message is judged by his audience on expertness and trustworthiness. An individual's disposition to accept a conclusion advocated by a given communicator will depend in part upon how well informed and intelligent he believes the communicator to be.<sup>1</sup>

If the members of DACOWITS are to be considered experts on the subject of women in the services, they must absorb a wealth of information about women in the armed forces. This is accomplished in the ways discussed in the following paragraphs.

Members attend semi-annual meetings in Washington, which generally begin on Sunday afternoon and end on Tuesday afternoon. Throughout the meetings the Directors of the women in the armed forces (line, nurse, and medical specialist) are present. They make formal presentations to the members during a scheduled part of the program, and during the rest of the meeting they become

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<sup>1</sup>C. I. Hovland, I. L. Janis and H. H. Kelley, Communication and Persuasion (New Haven: Yale University Press, 1953), p. 21.

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1908

acquainted with the members and answer questions and provide additional information.

During the meeting the members are addressed by the Assistant Secretary of Defense (Manpower), who includes in his talk information on the subject of women in the services. The members also meet other high officials of the staff of the Secretary of Defense and of the four services at luncheons, coffee breaks, and receptions where they can hear the opinions of these officials about women in the armed forces. This direct contact with high officials, mostly men, and comments made by them that the members can quote, add to the expertness of the members. This also adds to the acceptability of the message since women are sensitive to the thoughts and attitudes of men.

After each semi-annual meeting an orientation trip is made to a military installation, generally a training center. Here the members not only talk with the officers and supervisors, they meet the enlisted women and have a chance to converse informally with them, out of hearing of the officers. When possible, each member meets an enlisted woman or officer from her own geographical area. The members are shown the living areas of the women, and share a meal with them in the mess hall. Thus, when the member is speaking about women in the services, she can say that she has seen for herself the areas where they live, eat, and are trained; that she has talked both with the women being trained or at work, and with their instructors

[illegible]

or supervisors. She is not basing her opinions on just what she has been told by high officials who might be considered anxious to make a good impression. One educator on the Committee reported: "When people of worth can testify knowing the Directors of the women's branches of the service and have visited the training centers and can say 'I've seen and I've met fine specimen of womanhood in training' it is impressive." Another member reported "I have had many opportunities to convince professional, and non-professional people, of the very fine leadership which is available in these armed services; my statements are based on my association with the administrators of these groups which met with us on various occasions in Washington..."

In addition to these scheduled Committee visits, members are encouraged to visit bases near their home, and they are assisted in visiting bases in areas which they may visit, including overseas areas. The foreign areas most frequently visited are Europe and Japan, but one enterprising member included Korea in her vacation itinerary, just to see the areas where servicewomen were stationed, and was helpful through her talks with the local senior officers in improving the living conditions of the women stationed there.

Some of the members have considered the visit to bases such a good tool for obtaining better understanding and acceptance that they have, with the assistance of local military

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personnel, arranged for visits of special civilian groups to local military installations. This has been done in various locales and, where the tour was well planned and executed, the members were highly pleased with it as a tool for increasing awareness of the role of servicewomen. A vice principal who made one of these tours reported to the member: "Before the trip was over, a number of the vice principals told me that their whole point of view toward the service had changed since the early morning." Additionally, some members who included reporters on the tours later found it easier to place information about women in the services through those contacts.

In addition to meeting women in all positions in the armed forces, members of DACOWITS are provided much written material, both general defense material and women in the armed forces or in specific branches of the services, and material about individual servicewomen. For example, the folder of materials mailed to members appointed in 1964 included 17 pages titled "Contributions of Service Women to Our Frontier Programs." This provides brief biographical sketches of women officers and enlisted women from the various services, with a summary of their current assignment. This includes the MAC Captain who majored in home economics at the University of Vermont, now Chief of the Acceptance Section of Irradiated Products Branch at Natick, Massachusetts; a Navy Ensign who majored in Biochemistry at Sacramento State College, now working at the Naval Radiological

The first of these is the fact that the  
 local military authorities have been  
 informed that the British Government  
 has decided to send a force of  
 10,000 men to the Middle East.  
 This force is to be composed of  
 British and Indian troops, and  
 is to be sent to the Middle East  
 to assist the British Government  
 in its operations against the  
 Axis powers. The British  
 Government has also decided to  
 send a force of 10,000 men to  
 the Middle East to assist the  
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 Middle East to assist the  
 British Government in its  
 operations against the Axis  
 powers.



Defense Laboratory where she is investigating the effect of ionizing radiation on mixed-phase systems. An enlisted WAVE from St. Paul, Minnesota is a digital computer programmer, and another enlisted WAVE from Evansville, Indiana is a data systems technician who maintains, inspects, tests, calibrates and repairs Electronic Digital Computers, Video Processors, Tape Units, and other equipment related to the digital computer; the Air Force has a Major with an MS in Engineering Management from the University of Chicago who does research in the design and development of equipment to increase the comfort and efficiency of pilots in jet aircraft and in aerospace vehicles. Information as detailed as this helps make the members appear more expert to their audience, and it helps them in explaining the multiple roles of women in the services.

Other information in the folder of materials: a Fact Sheet on each of the ten major components in which women are serving (Army, Marine Corps, Navy and Air Force line components; Army, Navy, and Air Force nurses; and Army, Navy, and Air Force medical specialists.); a chart of military insignia; pay chart; list of publications produced by DACOWITS; educational opportunities available through the armed forces; and copies of some letters prepared by other members that are useful guides. Additional printed information is provided to members on their request, or when information is received by the Secretariat that they believe would be valuable to the members. Each member is



also provided copies of all publications produced by DACOWITS.

Through the tactics of having DACOWITS members meet service women of all grades, meet high officials both men and women, visit areas where service women live and work, and by providing a plethora of varied types of printed material about women in the services, the members of DACOWITS receive enough information to make them knowledgeable on the subject of women in the services. However, the final aspect is for there to be visible evidence that the member is more than a self-appointed expert, that she is recognized by the Department of Defense as a spokesman. This visibility is provided in four primary ways: each member receives a formal Certificate of Appointment signed by the Secretary of Defense; each receives a plastic briefcase with her name and the abbreviation "DACOWITS" stamped on it; the Department of Defense releases to local newspapers the news of the member's appointment to the committee, with subsequent articles on her attendance at meetings and pictures of her with servicewomen; and the members are provided with Committee letterhead stationery and official envelopes for use in conducting Committee business. At the suggestion of the members of the Committee, another visible evidence of their official connection with the Department of Defense was added in 1963. This is a piece of jewelry, which may be obtained either as a pin or with a loop for use on a charm bracelet or worn on a chain around the neck. This pin, approximately one and one-quarter inches in

[illegible]

diameter, contains the eagle with thunderbolts in its talon, similar to the symbol of the Department of Defense, and the letters DACOWITS on the face. It was approved by the Department of Defense for individual purchase by the members, at no expense to the government. This serves not only to identify the member as having a connection with the Department of Defense, but is of a type to attract attention when worn, and will frequently serve for the member as a conversation opener. When it attracts the attention of a person and that person then asks about it, it has served as a stimulus and helps to crash through that person's perceptual barrier.<sup>1</sup> There will then be some information passed from the communicator to the receiver on the subject of DACOWITS and possibly women in the services. Although it may not have an immediate effect, the visual stimulus will help the receiver to retain the information and there may be a sleeper effect, so that at some time in the future the receiver will ask the DACOWITS member for additional information on the subject. Also, since the receiver was the one who inquired about the DACOWITS pin, the member cannot be considered to have been trying to influence the receiver.

This interpersonal communication is often more effective in transmitting ideas for the following reasons: (1) personal contacts with associates take place for mundane, non-abstract

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<sup>1</sup>Otto Lerbinger, "Seeing and Remembering" (School of Public Communication, Boston University, 1963) (mimeographed)

...and the ...  
...of the ...  
...on the ...  
...by the ...  
...only the ...  
...with the ...  
...will ...  
...when it ...  
...about ...  
...and helps to ...  
...information ...  
...of the ...  
...in the ...  
...help the ...  
...there may be a ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...

...is often more effective  
...the following reasons: (1) personal  
...non-verbal

1- of ...  
(continued)

social purposes, permitting high rapport and casual but close relations; (2) most Americans are more strongly affected by people than issues; (3) it is more difficult to "tune out" a friend than an organ of the mass media; (4) in conversation you can discover the receiver's irrational or emotional prejudices on the subject and talk them out.<sup>1</sup>

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<sup>1</sup>Hero, pp. 27-28.





### III. PUBLIC ATTITUDES TOWARD WOMEN IN THE SERVICES

Shortly after the formation of DACOWITS a study was conducted by the American Institute of Public Opinion to ascertain the public attitude toward servicewomen. Preliminary results of the survey (SURVEY 485K of January 1952) were given to the committee in February. The results were based on responses given by a cross-section sample of the American voting public. There is no record that any further results were provided. In considering the results, it must be kept in mind that at the time the survey was conducted this country was engaged in the Korean War and was in the middle of a big recruiting push, which would tend to put military service in a more favorable perspective. The basic question was:

If you had a sister or a daughter--say 20 years old--would you favor or oppose her joining the WAC, WAVES, or some other branch of the Armed Forces in which women serve?

|                          |     |
|--------------------------|-----|
| Favored                  | 50% |
| Opposed                  | 39% |
| Qualified and no opinion | 11% |

It was reported that there was a slight tendency for better-educated persons to be more favorable than those with less education to the idea of a kinswoman joining the services. Women viewed the prospect with slightly more favor than men.



It should also be noted that by including the age figure of "20" this would exclude the college graduates--the potential officers--from consideration. This is particularly important when you consider that enlisted women are assigned to the jobs traditionally considered suitable for women--clerical, administrative, etc. on the performing level<sup>1</sup>--while women officers are primarily employed in the supervisory positions normally reserved by our society for men. It is not unreasonable to assume that the "Favor" percentages would be lower for potential women officers.

The respondents to survey 485K were also asked to state in their own words the advantages to a woman in joining the armed forces. Responses to this question reflected the recruiting appeals being used. Major categories of response were: education and training; travel; character building; patriotic reasons; and other interesting experiences, such as meet new friends, gain variety of new experiences, develop a broader outlook, and get a husband. Twenty-nine percent of the respondents said that there were no advantages, or that they didn't know what they were.

The respondents were also asked to state the disadvantages to a woman in joining. The most frequent response to this centered around the stereotype of immorality and loose living which have been attached to the women in the service. Major categories

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<sup>1</sup>National Manpower Council, Womanpower (New York: Columbia University Press, 1957), p. 92.



of response were: immorality; separation from home and family; and hardship and danger. Thirty-five percent said that there were no disadvantages, or that they didn't know what they were.

A survey made by the Social Science Research Center of 245 women at Cornell University, also in 1952, is of interest in considering the attitude of the college women. This was limited to students at Cornell University, so it cannot be considered more than an indication of the attitude of other women in the United States, and again the fact that it was done while this country was fighting a war would have a definite influence on the prevailing attitude. The following questions and responses are taken from that poll:

How good a career do you think the armed forces offer for a woman?

|     |           |
|-----|-----------|
| 8   | Very good |
| 78  | Good      |
| 118 | Poor      |
| 34  | Very poor |
| 7   | No answer |

Have you ever considered going into the women's branch of any of the armed services?

|     |                         |
|-----|-------------------------|
| 10  | Yes, very seriously     |
| 58  | Yes, somewhat seriously |
| 173 | No, I haven't           |
| 4   | No answer               |

Do you think your parents would approve or disapprove of your going into the women's branch of any of the armed services?

|    |                     |
|----|---------------------|
| 4  | Strongly approve    |
| 9  | Approve             |
| 48 | Neutral             |
| 89 | Disapprove          |
| 93 | Strongly disapprove |

1. The first step is to identify the problem or question that needs to be answered.

... ..

... and the ...

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1. All persons, whether or not they are members of the organization, shall be treated as equals.

as follows:  $\alpha = 0.05$ ,  $\beta = 0.80$ ,  $\gamma = 0.05$ ,  $\delta = 0.05$ ,  $\epsilon = 0.05$ ,  $\zeta = 0.05$ ,  $\eta = 0.05$ ,  $\theta = 0.05$ ,  $\iota = 0.05$ ,  $\kappa = 0.05$ ,  $\lambda = 0.05$ ,  $\mu = 0.05$ ,  $\nu = 0.05$ ,  $\xi = 0.05$ ,  $\omicron = 0.05$ ,  $\pi = 0.05$ ,  $\rho = 0.05$ ,  $\sigma = 0.05$ ,  $\tau = 0.05$ ,  $\upsilon = 0.05$ ,  $\phi = 0.05$ ,  $\chi = 0.05$ ,  $\psi = 0.05$ ,  $\omega = 0.05$ ,  $\delta = 0.05$ ,  $\epsilon = 0.05$ ,  $\zeta = 0.05$ ,  $\eta = 0.05$ ,  $\theta = 0.05$ ,  $\iota = 0.05$ ,  $\kappa = 0.05$ ,  $\lambda = 0.05$ ,  $\mu = 0.05$ ,  $\nu = 0.05$ ,  $\xi = 0.05$ ,  $\omicron = 0.05$ ,  $\pi = 0.05$ ,  $\rho = 0.05$ ,  $\sigma = 0.05$ ,  $\tau = 0.05$ ,  $\upsilon = 0.05$ ,  $\phi = 0.05$ ,  $\chi = 0.05$ ,  $\psi = 0.05$ ,  $\omega = 0.05$ .

1. The first group of people who are interested in the study of the history of the world are the historians. They are people who study the past and write about it. They are interested in the events that have shaped the world and the people who have lived through them. They are also interested in the changes that have taken place over time and the reasons for these changes.

as it is the only one that has been so far.

1. The study is a cross-sectional survey of 1000 people aged 18 and over.

22

not 355

RECEIVED

There is a small amount of information on the subject of the

[illegible]

OFF

...call to prevent them from using their right of

[illegible]

1997-1998 1999-2000

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How many women do you know personally who are in the women's branch of any of the armed services?

|     |            |
|-----|------------|
| 1   | Many       |
| 11  | Some       |
| 105 | Only a few |
| 127 | None       |
| 1   | No answer  |

Do you ever feel guilty that men are drafted while women are not?

|     |           |
|-----|-----------|
| 9   | Often     |
| 65  | Sometimes |
| 168 | Never     |
| 3   | No answer |

If there should be a draft of women into service in the armed forces, how do you think you'd like the idea?

|    |                     |
|----|---------------------|
| 5  | Very well           |
| 34 | Fairly well         |
| 72 | Neutral             |
| 76 | Dislike fairly much |
| 56 | Dislike very much   |
| 3  | No answer           |

In the Cornell survey it is revealing to note the response of the young women when asked if they believed their parents would approve or disapprove of their joining the service. In this instance 13 felt their parents would approve, 182 disapprove, and 48 neutral. This answer could have a great bearing on the others given. In particular it would affect whether or not the young women had ever seriously considered joining the service. While many parents will accept any of numerous vocations their daughters may choose, and would consider themselves quite liberal in connection with whether or not they tried to govern their daughter's life, parents may have such negative

It is very hard to know how much to say about this question.

|               |     |
|---------------|-----|
| Very well     | 1   |
| Quite well    | 11  |
| Not very well | 101 |
| Not at all    | 101 |
| No answer     | 1   |

It is very hard to know how much to say about this question.

|               |     |
|---------------|-----|
| Very well     | 1   |
| Quite well    | 11  |
| Not very well | 101 |
| Not at all    | 101 |
| No answer     | 1   |

It is very hard to know how much to say about this question.

|               |     |
|---------------|-----|
| Very well     | 1   |
| Quite well    | 11  |
| Not very well | 101 |
| Not at all    | 101 |
| No answer     | 1   |

It is very hard to know how much to say about this question.

of the young women who asked if they believed their parents would approve or disapprove of their joining the service. In this instance it will be seen that the majority would approve, and the majority would have a great deal to say on the other hand. In fact, it would affect whether or not the young women had even seriously considered joining the service. While many parents will not say of themselves that they would consider their daughter joining the service, they will say that they would not object to it. In fact, it would affect whether or not the young women had even seriously considered joining the service.



feelings toward particular occupations that their daughters would dismiss them without serious consideration, indeed possibly without realizing they were being influenced. This would indicate the importance of the parents' attitudes on the selection of career fields.

Much of the work done by DACOWITS to provide more information about women in the armed forces has been directed toward the mothers of young women. Little has been done to influence the father, other than on an individual level. A few members have presented programs to men's organizations (see chapter on communications methods) but in general the work of the Committee and the materials prepared by the Secretariat have been directed toward women.

In 1955 Dr. George Gallup's Public Opinion Survey, Inc. made a study for the Department of Defense on the "Attitudes of Adult Civilians toward the Military Services as a Career." This study did not specifically mention women, and it is reasonable to assume that the answers would vary if the respondents were thinking of military personnel as women instead of men. This survey was based on 2,004 interviews conducted between October 31 and November 19, 1955, considered a reliable sample. In the opinion of those conducting the study, the following five major conclusions could be drawn from the survey:

1. A career in the military service does not carry great prestige with adults, at least as of today. This is true of



both officers and enlisted personnel. Inadequate financial rewards, dislike of service discipline and regimentation, lack of adequate family life, and less opportunity to advance than in civilian life are the greatest drawbacks of a military career in the public's mind.

2. One of the significant facts to come out of the adult survey is that the best educated group--in which a high proportion of the country's opinion leaders are found--hold a lower opinion of both officers and enlisted men than do those with less education. Actually, the prestige of a military career is highest among the less well educated group.

3. The civilian public does not have a clear-cut idea of the role of the various branches of the service during wartime. They have even less understanding of their role during peacetime.

4. The civilian public bases its attitudes toward the military service more on reports from people who have been in the service than on any other source of information. The next most often mentioned source is personal experience in the service. The influence of the mass communications media appears to be of secondary importance. This would indicate that the soundest public relations approach for the military service would 'start at home.'

5. Survey evidence indicates that the military services would most likely succeed in their efforts to attract and retain the high quality of personnel necessary by increasing financial

both civilian and military personnel. Information  
received, stated in terms of training and recruitment  
of personnel, and the fact that there is a  
tendency to view the military as a whole  
in the civilian world.

2. One of the significant trends to come out of the  
survey is that the best educated group--in which a high  
portion of the survey's opinion leaders are found--hold a more  
optimistic view of both officers and enlisted men than do those with  
less education. Actually, the prestige of a military career is  
highest among the less well educated group.

3. The civilian public does not have a clear-cut idea of  
the role of the various branches of the service during wartime.  
They have even less understanding of their role during peacetime.

4. The civilian public bases its attitude toward the  
military service more on reports from people who have been in  
the service than on any other source of information. The more  
most often mentioned source is personal experience in the service.  
The influence of the mass communications media appears to be of  
secondary importance. This would indicate that the normal  
public relations approach in the military service would have  
a greater effect on the civilian public than the military public  
itself.

5. The public has a low opinion of the military as a whole  
and of the individual branches of the service. This is  
due to a number of factors, including the fact that the military  
is not a popular subject in the mass media, and that the public  
has a general knowledge of the military which is based on  
outdated information.

benefits, by encouraging a more normal family life for service personnel whenever possible, and by improving housing conditions.

In this survey, the public ranked an officer in the armed services 7th in a list of 19 occupations, and an enlisted man 16th.

|                                    |     |
|------------------------------------|-----|
| 1. Physician                       | 400 |
| 2. Scientist                       | 329 |
| 3. College professor               | 309 |
| 4. Minister or priest              | 306 |
| 5. Lawyer                          | 302 |
| 6. Public school teacher           | 252 |
| 7. Officer in armed services       | 227 |
| 8. Farm owner or operator          | 221 |
| 9. Carpenter                       | 172 |
| 10. Radio or TV announcer          | 170 |
| 11. Mail carrier                   | 140 |
| 12. Bookkeeper                     | 121 |
| 13. Plumber                        | 119 |
| 14. Owner of a small store in city | 115 |
| 15. Garage mechanic                | 77  |
| 16. Enlisted man in armed services | 62  |
| 17. Barber                         | 16  |
| 18. Sales clerk in store           | -16 |
| 19. Truck driver                   | -27 |

In answer to a question attempting to ascertain where the respondents gained the information on which they based their opinions, the researchers reported 49% said their most important source was people who have been in service, and another 23% based it on their own service experience. Newspapers were credited by 12%, television by 4%, magazines by 3%, radio by 2%, and motion pictures by 2%.

Evidence of the importance of television in a public relations program for the military services is shown in the following comparisons of the mass communications media:

...of ... ..  
 ... ..  
 ... ..

In this survey, the media ranked as follows in the  
 ... ..  
 ... ..

|     |     |     |
|-----|-----|-----|
| 1.  | ... | 1.  |
| 2.  | ... | 2.  |
| 3.  | ... | 3.  |
| 4.  | ... | 4.  |
| 5.  | ... | 5.  |
| 6.  | ... | 6.  |
| 7.  | ... | 7.  |
| 8.  | ... | 8.  |
| 9.  | ... | 9.  |
| 10. | ... | 10. |
| 11. | ... | 11. |
| 12. | ... | 12. |
| 13. | ... | 13. |
| 14. | ... | 14. |
| 15. | ... | 15. |
| 16. | ... | 16. |
| 17. | ... | 17. |
| 18. | ... | 18. |
| 19. | ... | 19. |
| 20. | ... | 20. |

In answer to a question regarding to ... ..  
 respondents ranked the information on which they based their  
 opinions. The respondents reported that their most important  
 source was people who have been in service, and another 25%  
 based it on their own service experience. The ... ..  
 ... ..  
 ... ..  
 ... ..  
 ... ..

32% had seen television shows which gave them a favorable impression of servicemen, while 3% had seen television shows which gave them unfavorable impression.

18% had seen motion pictures which gave favorable, 5% unfavorable.

17% read newspaper story recently which gave favorable, 14% unfavorable.

14% had read magazine articles which gave favorable, 3% unfavorable.

Although the poll does not indicate why the highest number of unfavorable reports came from newspapers, it may be because newspapers give a large amount of space to reporting crimes and misdemeanors, usually mentioning if anyone involved is a serviceman or former serviceman, and this type of information would not be so common in the other media.

In some ways, it is surprising that Americans regard service in the armed forces with as much favor as they do. When Alexis de Tocqueville visited this country in the early 1800s, he felt that "the notions and habits of the people of the United States are so opposed to compulsory recruiting that I do not think it can ever be sanctioned by the laws." He believed that Americans "are unquestionably the most cold and calculating, the most unmilitary, if I may so speak, and the most prosaic of all the nations of the earth."<sup>1</sup> Although we are still basically an

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<sup>1</sup>Alexis de Tocqueville, Democracy in America, ed. Phillips Bradley (New York: Alfred A. Knopf, 1956), p. 228.

# 1970-1971 Annual Report

The following table shows the results of the various projects carried out during the year. The figures are given in thousands of pounds.

| Project                  | 1970-1971 | 1969-1970 |
|--------------------------|-----------|-----------|
| General Administration   | 1,200     | 1,100     |
| Research and Development | 2,500     | 2,300     |
| Production               | 3,800     | 3,600     |
| Marketing and Sales      | 1,500     | 1,400     |
| Finance and Accounts     | 800       | 750       |
| Personnel                | 600       | 550       |
| Legal and General        | 400       | 350       |
| Other                    | 200       | 150       |
| Total                    | 11,000    | 10,100    |



unmilitary nation, since World War II the country has been able to view a standing military force with relative equanimity. President Johnson's call for a study of our military programs with a view to ending the draft<sup>1</sup> has been received with much favor; our country may view a standing military force with equanimity but it prefers that it be a volunteer force.

In 1961 members of the Defense Advisory Committee on Women in the Services asked unmarried women college graduates under age 30 to fill out an interest survey questionnaire. The survey was designed to assist the recruiting services in designing and placing their recruiting literature and advertising, and was in three sections: (1) magazines frequently read, (2) club membership, and (3) considerations in changing type or location of employment. This was not a sample survey--i.e., a member in a large metropolitan area had the 10 questionnaires assigned to her filled out by members of the Spinsters' Club, in another large city the member had her questionnaires completed at the YWCA---still the comments added by some of the 137 respondents give an indication of how some of them view military service for women. One consideration listed for changing type or location of employment was "Opportunity to serve my country in uniform." Opposite this, one respondent with a B.A. in Political Science, employed by the Rand Corporation, replied: "I'm a girl." Another said: "I don't see that women do any real work in the services in

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<sup>1</sup>Jack Raymond, "Pentagon Starts New Draft Study, The New York Times, June 22, 1964, p. 1.

[illegible]

policy making areas etc., and feel that the reputations of the women are not good." This respondent had a B.A. in Political Science and Biology, was employed as a life insurance saleswoman. One young woman said: "don't like uniforms but would like to serve." Less well defined was the reply "anything other than opportunity to serve my country in uniform. Nothing in mind specifically other than I would not accept a military position." This respondent had a B.S. in Occupational Therapy, was working as an occupational therapist.<sup>1</sup>

Women in uniform are often accused of being women of loose morals. This has been the subject of letters addressed to members of DACOWITS, to the President, the Secretary of Defense, and members of Congress. The following excerpts are from three letters written in 1961, forwarded to DACOWITS for reply, and now on file in the Secretariat office in Washington.

I have also heard many stories about women in the service, such as their being 'call girls' for any of the masculine branches of the services. Is it true that there is such low moral standing and poor discipline (sic) in these service branches, or is it just rumor?

One person that I've talked to said she wouldn't join if she were me because it changes your reputation of being a nice girl. She said girls she knew of, who joined went in as nice girls but came out bad. She said she read an article on information that there were so many armed force women who were discharged because of pregnancy. And they just always give me the same answer that they wouldn't join if they were me.

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<sup>1</sup>"A Survey of Potential Women Officers" (Public Information Services Subcommittee, Defense Advisory Committee on Women in the Services, undated), pp. 11-12. (Mimeographed)

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4. *Journal of Management Studies*, 1991, 28, 1, 1-14.

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Now for the most important question and I'm sure you've heard it before. 'What about low morals.' I've heard so much awful and sickening things about the women's services that I don't know what to believe. But 'where there's smoke there's bound to be fire.' Morals, I'll admit are the main thing that make me hesitate. For if I have to lower my morals even a little to serve my country then this is not the place for me to be. It seems shame to have such an awful name attached to the womens services. I would appreciate it if you would be frank with me in discussing this.

The following is from a letter written in late 1963 by a distressed mother to her Senator.

Our daughter...is seriously considering enlisting in either the Women's Air Force or the WAVES, when she graduates from... High School in June, 1964. Whenever we mention this fact to anyone they seem rather shocked that we would permit such a thing. I felt rather badly about this reaction so I wrote a letter to an editor of the Seventeen magazine which advises girls on careers or colleges asking her opinion. The lengthy answer echoed the actions of our friends. May I quote from her letter: 'In other words, while we believe that (she) may find a happy and profitable career in the services, we hope she won't choose the service only because she will not be able to attend college. Very frankly, the services may attract some girls who simply want to see the world or meet many men.' I am well aware this kind of thinking existed during the War, but I thought people had changed. There must be something someone can do to change this way of thinking. I'm sure our servicewomen are not second rate citizens.

Even though this mother was receiving many negative opinions, the fact that her own was not, and that she felt strongly enough about it to write her Senator, is encouraging.

Members of DACOWITS have found that they are frequently questioned about this aspect of the services. the oft repeated

I am writing to you to tell you that I am  
 very well and hope you are the same.  
 I have been thinking of you very much  
 and hope you are all well.  
 I am writing to you to tell you that I am  
 very well and hope you are the same.  
 I have been thinking of you very much  
 and hope you are all well.  
 I am writing to you to tell you that I am  
 very well and hope you are the same.  
 I have been thinking of you very much  
 and hope you are all well.

U.S. DEPT. OF JUSTICE

2015年12月25日

[illegible]

1. The first step is to identify the problem or question that needs to be answered.

*[Faint handwritten notes at the bottom of the page]*

— 200 —

5. I suspect, as you said, that the "CIVIL" is a mistake.

continued from page 60

allegation of loose morals. They answer the question in terms of the many servicewomen they have met through their membership on the Committee, and in terms of their acquired knowledge of the services. In 1961 Mrs. Anthony J. Drexel Biddle, who had just rotated off the Committee, received a thoughtful letter from a mother whose daughter was interested in entering the service. She said they had discussed the possibility with several young men who had been in service, and that all of them held low opinions about women in service. She asked help in obtaining first hand information, and asked Mrs. Biddle's advice as a mother. With the assistance of the Secretariat, Mrs. Biddle prepared an answer for her. In it she mentioned the screening of young women before they are accepted for service, the regulations and supervision under which they live and work, but pointed out that although the services will guide and protect girls all they can, in the final analysis it is the girl who must decide what her behavior will be, based on the standards provided her by her family and associates as she was growing up. With Mrs. Biddle's permission, the Secretariat reproduced the letter and has given copies of it to all subsequent members of the Committee.

This question of the public's view toward the morals of servicewomen receives possibly the most concern of servicewomen and DACOWITS members, and is an area in which they are acutely sensitive. Although they are aware of all unflattering mentions





4. Where the accusation is an isolated instance of criticism in generally favorable community sentiment and comment, it is desirable to accompany silence on the accusation with action related to the charge brought.<sup>1</sup>

Points 2 and 3 appear most relevant to the problem. Some members believe in facing the issue squarely and, as an individual with prestige, issue a positive denial. Others feel that silence is best as this is a nebulous thing, almost impossible to dispel in the minds of those who want to believe it.

One of the most popular booklets prepared under the auspices of DACOWITS is Your Daughter's Role in Today's World. This has been in circulation for 10 years, being reprinted several times and revised in 1961. This 12 page pamphlet is addressed to parents, with a foreword from the Armed Forces Chaplains Board. Written in question and answer form, the pamphlet endeavors to answer the questions most frequently asked by parents. On page 9 it takes up the question of the moral standards of women in the armed forces, and answers it in a positive fashion. It emphasizes the high standards of the women, which they bring with them from home and which are then added to by the armed forces, but also frankly admits that there are exceptions. The discussion of this problem is full and complete, and designed to be reassuring. That this has worked at least one time is known to the author. In response to my question

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<sup>1</sup>Norman John Powell, Anatomy of Public Opinion (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1951), p. 465.

4. There is a suggestion in the literature that the  
criticism is generally favourable, especially in the  
and somewhat it is difficult to categorize it as  
the suggestion with a view to the charge of  
points 5 and 6, which are most relevant to the problem.  
There is a suggestion in the literature that the  
with results in the positive domain. Others feel that  
is best as it is a negative thing, almost impossible to do  
in the minds of those who want to believe it.

One of the most popular models proposed under the name  
pieces of DOUGHTY'S is Young's model in Today's model.  
This has been in circulation for 10 years, being reprinted  
several times and revised in 1961. This 12 page pamphlet is  
addressed to a parent, with a foreword from the author, Young.  
The title is Young's. Written in question and answer form, the  
pamphlet attempts to answer the questions most frequently asked.  
In Young's, the parent is taken up the question of the moral  
standards of women in the world today, and answers it in a  
positive fashion. It emphasizes the high standards of the  
women, who are being asked to live more and which are the  
asked to by the world today, but also firmly states that there  
are exceptions. The discussion of this problem is full and  
clear, and designed to be reassuring. That this has worked  
has been known to the author. In response to the question

of a Navy Ensign as to whether or not she knew what DACOWITS was, she replied that DACOWITS was the reason she was in the Navy. It was only after her mother had read Your Daughter's Role that she agreed for her to join the Navy. Although she could have entered legally without her mother's permission, like most women she would not have joined against her parents' wishes.

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#### IV. COMMUNICATIONS METHODS

More of an obstacle than the enduring question about morals is that few people ever think about women in the services at all. Since the subject is not one that affects them personally, they do not give it consideration or form an opinion. "Ideas fail to move where few are interested."<sup>1</sup> To break through this apathy, and attempt to get large segments of the general public to give some thought to the subject of women in the armed forces, members of the Defense Advisory Committee must make use of a variety of methods. A suggestion carried by mass media plus face-to-face reinforcement is more likely to be accepted than a suggestion carried by either alone, other things being equal.<sup>2</sup> To ascertain the types of communications methods employed and the frequency of use of each method, a questionnaire was devised. (Appendix A). This questionnaire was mailed on March 13 to the 129 women who served at least two years on the committee between January 1, 1954 and January 1, 1964 (Appendix B). A second request

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<sup>1</sup>Hero, p. 17.

<sup>2</sup>Wilbur Schramm, "Introductory Note: The Nature and Behavior of Attitudes," The Process and Effects of Mass Communication (Urbana, Ill.: University of Illinois Press, 1961), p. 213.

# IV. CONCLUSIONS

More of a distinction than the existing literature is that few people ever think about women in the way of men. Since the subject is not one that affects those concerned, they do not give it consideration or even an opinion. "I have not to make where they are interested." To break through this barrier and attempt to get large responses of the general public seems the first step to the subject of women in the armed forces. Members of the Defense Advisory Committee must see as of a variety of methods. A suggestion carried by some people is to use reinforcement is more likely to be accepted than a suggestion carried by others alone, other things being equal. To break down the types of organizational methods applied and the frequency of use of each method, a questionnaire was devised. (Appendix A). This questionnaire was mailed on March 13 to 12 women who served at least two years in the committee between January 1, 1954 and January 1, 1964 (Appendix B). A second request

March 19, 1964

William G. Brown, "Introduction: Women in the Military and the Process and Effects of Their Service," *Journal of the American Academy of Arts and Sciences*, 1961, 111: 1-11.

was sent on May 11 to the approximately 50% who had not responded. By July 15 a total of 82 women had replied, approximately 64% of those polled. Nineteen of the 82 did not fill out the questionnaire but wrote comments which will be included in the discussion. Of the 63 returned questionnaires, some respondents left some sections blank, and some respondents indicated methods used without indicating the frequency. Although the number of responses is too small, particularly in the sub-categories, to permit definitive interpretation, the results are worthy of consideration. In this chapter the methods used will be discussed. Tables showing frequency of use are in Appendix C.

The questionnaire was divided into these categories:

#### I. Methods

- A. Speeches
- B. Articles
- C. Visits
- D. Conventions
- E. Miscellaneous

#### II. Effectiveness

- A. Listing of methods considered most effective
- B. Feedback
- C. Member's evaluation as to whether or not anyone changed opinion as result of her efforts

The respondents are divided into these categories:

- 24 Civic Leaders
  - 8 Educators (classroom teachers and guidance counselors)
  - 7 University deans and professors
  - 5 Government and politics
  - 6 Allied medical (4 nursing, 1 dietetics, 1 occupational therapy)
- 13 Miscellaneous (5 mass media, 1 engineer, 1 banker, 1 doctor, 1 business consultant, 1 placement service, 1 labor unions, 1 public relations, 1 business executive)

Each part of section I of the questionnaire will be tabulated first according to the categories on the questionnaire.





section will then be tabulated with audiences combined by types as follows: (military groups and "other" will be excluded from the combined form)

Schools - high school, colleges

Medical groups - nursing groups, dietitians, occupational therapists, physical therapists

Organizations - professional groups, men's civic groups, women's civic groups

Media - television, radio.

TABLE A.1.--Talks by member on subject of women in the services:  
(Figures at top of each column indicate number of respondents. Figures in each column indicate number using that method).

| Audience type           | (23)<br>Civ Ldr | (8)<br>Ed | (7)<br>Univ | (5)<br>Gov't | (6)<br>Medical | (12)<br>Misc | (61)<br>Total |
|-------------------------|-----------------|-----------|-------------|--------------|----------------|--------------|---------------|
| High schools.....       | 11              | 4         | 2           | 2            | 2              | 2            | 23            |
| Colleges.....           | 10              | 3         | 2           | 2            | 2              | 1            | 20            |
| Nursing groups.....     | 11              | 3         | ..          | 1            | 2              | 1            | 18            |
| Dietitians.....         | 4               | 1         | ..          | ..           | 1              | ..           | 6             |
| Occ. therapists.....    | 3               | 1         | ..          | ..           | 1              | ..           | 5             |
| Physical therapists.... | 4               | 1         | ..          | ..           | ..             | ..           | 5             |
| Professional groups.... | 7               | 1         | 1           | 2            | 3              | 5            | 19            |
| Men's civic groups..... | 10              | 2         | ..          | 2            | ..             | 2            | 16            |
| Women's civic groups... | 20              | 7         | 2           | 4            | 2              | 4            | 39            |
| Military groups.....    | 6               | 1         | 1           | ..           | 3              | 2            | 13            |
| Television.....         | 16              | 4         | 2           | 1            | 1              | 3            | 27            |
| Radio.....              | 12              | 2         | 2           | 2            | 1              | 2            | 21            |
| Other (church etc.).... | 2               | 2         | ..          | ..           | ..             | 1            | 5             |
|                         |                 |           |             |              |                |              | 217           |

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Schools - high school, colleges  
 Medical groups - nursing groups, dietitians, occupational  
 therapists, physical therapists  
 Professional groups - professional groups, men's civic groups,  
 women's civic groups  
 Media - television, radio.

TABLE A.1.1--Total number on subject of women in the services  
 (Figures at top of each column indicate number of  
 respondents. Figures in each column indicate number  
 using that method).

| Response type         | (1) Gov't | (2) Univ | (3) Gov't | (4) Medical | (5) Other | (6) Total |
|-----------------------|-----------|----------|-----------|-------------|-----------|-----------|
| High school           | 11        | 4        | 2         | 2           | 2         | 21        |
| Colleges              | 10        | 3        | 2         | 2           | 1         | 20        |
| Nursing groups        | 11        | 3        | 1         | 2           | 1         | 18        |
| Medical groups        | 4         | 1        | 1         | 1           | 1         | 8         |
| Occ. therapists       | 3         | 1        | 1         | 1           | 1         | 7         |
| Physical therapists   | 4         | 1        | 1         | 1           | 1         | 8         |
| Professional groups   | 7         | 1        | 1         | 3           | 2         | 14        |
| Men's civic groups    | 10        | 2        | 1         | 1           | 2         | 16        |
| Women's civic groups  | 20        | 7        | 2         | 2           | 4         | 35        |
| Military groups       | 6         | 1        | 1         | 3           | 2         | 13        |
| Television            | 16        | 4        | 2         | 1           | 1         | 24        |
| Radio                 | 12        | 2        | 2         | 1           | 1         | 21        |
| Other (personal etc.) | 2         | 2        | 1         | 1           | 1         | 7         |
|                       |           |          |           |             |           | 11        |

TABLE A.1. (combined form)

| Audience type       | (23)<br>Civ Ldr | (8)<br>Ed | (7)<br>Univ | (5)<br>Gov't | (6)<br>Medical | (12)<br>Misc | (61)<br>Total |
|---------------------|-----------------|-----------|-------------|--------------|----------------|--------------|---------------|
| Schools.....        | 21              | 7         | 4           | 4            | 4              | 3            | 43            |
| Medical groups..... | 22              | 6         | ..          | 1            | 4              | 1            | 34            |
| Organizations.....  | 37              | 10        | 3           | 8            | 5              | 11           | 74            |
| Media.....          | 28              | 6         | 4           | 3            | 2              | 5            | 48            |

The only specialized audience used by more than half of the total respondents was women's civic groups. This audience was particularly popular with civic leaders, educators, and women in government. This can be explained partially by the availability of women's organizations in every community, their need for programs, and the members of DACOWITS who favor this audience are themselves members of women's civic organizations. This provides them with a forum in a group where they already have influence, and frequently through the members of a group to which they belong they will gain entree to other groups. Also, being familiar with this type of organization, they know the methods of approaching them to gain acceptance for a program. It is not sufficient that a group politely accept a member of DACOWITS as a guest speaker, the ideas she is advancing must be accepted and discussed. Informal discussions within the group often encourage some normally disinterested members to pay attention to communications on the same subject originating outside the group.<sup>1</sup>

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<sup>1</sup>Hero, p. 39.



To assist members in having programs accepted by a variety of organizations, in 1961 two members of the Organizations Subcommittee who had served on numerous executive committees prepared a guide for members, "On Contacting Organizations."

The audiences for over a third of the respondents were television, high school groups, and radio. The high response in television and radio is indicative of the recognized use of mass media. The television and radio media were most popular with civic leaders. Because most of the civic leaders appointed to DACOWITS are women who are recognized in their communities, they have found that where local television stations have "women's" programs they generally experience little difficulty in being interviewed about their work with the Committee. Local radio stations are also approachable in most areas. Appearances of members on television and radio stations in areas such as New York and Los Angeles are less frequent, but some members who have contacts with people in the broadcasting industry have been on radio and television in those areas.

Recognizing that radio and television were essential media to be used in reaching a large segment of the public but equally aware that they were not well enough informed about using these media to make the best use of them, members of DACOWITS asked that the members who were expert prepare a guide. Responsibility for preparation of the guide was assumed by four Public Information Services Subcommittee members: the co-owner and traffic



manager of a radio station, the producer for an educational television network, the women's activities director of a commercial station, and an interviewer and newscaster for a commercial television station. They developed a very comprehensive guide, "So You're Going to Be on Radio or TV," which the services requested also be provided to their women on recruiting duty. This was accomplished, and the guide has been given to incoming DACOWITS members since its original issue in 1961.

One of the major problems encountered in securing appearances on radio or television is the need for variety in subject matter. Most of the members are interviewed about the work of the Committee, but after one interview this topic is fairly well exhausted. There is need for less breadth and more depth in subject matter. Some of the members who gain more information on jobs being performed by women in the services, or who themselves were in the service during World War II and can compare it with current service, have an opportunity to appear more than once.

Part of the reason for having women with local prestige appear on local mass media speaking affirmatively of the women in the services is so that some of their prestige will be transferred to military service for women. The mere fact that they and their subject are considered important enough to be on the

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9. The ninth is the fact that the  
10. The tenth is the fact that the

One of the major problems encountered in conducting research on the elderly is the lack of information on their needs and desires. This is particularly true in the area of health care, where the elderly often receive little attention. The purpose of this study is to determine the health care needs and desires of the elderly, and to develop a program to meet these needs. The study was conducted in a large, urban, multi-ethnic community. The sample consisted of 100 elderly individuals, aged 65 and over, who were selected from a random sampling of the community. The data were collected through a series of interviews and focus groups. The results of the study indicate that the elderly have a variety of health care needs, including medical care, mental health care, and social services. They also have specific desires, such as the need for information, the need for a supportive environment, and the need for a sense of purpose. The study suggests that a program to meet these needs and desires should be developed, and that it should be based on the needs and desires of the elderly themselves.

[illegible]



mass media gives added prestige.<sup>1</sup> Additionally, this helps inform others in the community that they are "experts" on the subject, and consequently they may be contacted for information by persons or groups. Social scientists have discovered that in many cases one or more members of an otherwise indifferent group do pay some attention to mass media, voluntary organizations, or outside individuals and that they then communicate what they learn to other members.<sup>2</sup> A group that has some latent interest in the subject of women in the services can be stirred to active interest if one of these aware individuals persuades the group to take advantage of the knowledge of the DACOWITS member.

The small number of respondents addressing dietetic, occupational, and physical therapy groups represents both the relatively slight emphasis placed on those fields by DACOWITS and the scarcity of those groups in any one area. The number of speeches made to military groups is not of particular importance to this study, as it represents primarily members explaining the job and purpose of the Committee to their local military personnel. Although DACOWITS has been in existence over a decade, its work consists more of publicizing women in the services than itself, and many in the armed forces are unaware of the existence of the Committee.

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<sup>1</sup>Paul F. Lazarsfeld and Robert K. Merton "Mass Communication, Popular Taste and Organized Social Action," Mass Communications, ed. Wilbur Schramm (Urbana, Ill.: University of Illinois Press, 1960), p.498.

<sup>2</sup>Hero, p. 29.



Only one-fourth of the respondents have made talks to men's civic groups on the subject of women in the services. The Committee has not emphasized male audiences, and it is frequently much more difficult to get them to accept the idea of a program on that subject. For example, one member worked for about two years trying to get the Men's Prayer Breakfast in her large metropolitan area to have a program about women in the services. This organization was composed of many of the prominent men in the area. They finally did allow her to present the program, which she felt was one of the greatest accomplishments of her term. It received good response from the men attending.

In comparison to the members who worked to secure invitations to speak to groups about women in the services are the replies from two members: "I don't recall that I was invited to give any talks or submit any articles on service women. I was able to make mention of the opportunities in other talks....I tried to 'drag it in.'" and "I recall only one speech in which I was asked to describe DACOWITS and its works....However, I made it a point to weave into all my speeches some reference to the women in the services, particularly when addressing girls' schools and colleges."

[illegible]

TABLE A.2.--Talks by servicewomen, arranged by members:

| Audience type        | (23)<br>Civ Ldr | (8)<br>Ed | (7)<br>Univ | (5)<br>Gov't | (6)<br>Medical | (12)<br>Misc | (61)<br>Total   |
|----------------------|-----------------|-----------|-------------|--------------|----------------|--------------|-----------------|
| High schools         | 6               | 6         | ..          | 1            | ..             | ..           | 13              |
| Colleges             | 7               | 5         | 7           | 2            | 2              | 1            | 24              |
| Nursing groups       | 5               | 2         | ..          | 1            | 2              | ..           | 10              |
| Dietitians           | 2               | 1         | 1           | ..           | 1              | ..           | 5               |
| Occ. therapists      | 3               | ..        | ..          | ..           | ..             | ..           | 3               |
| Physical therapists  | 2               | ..        | 1           | ..           | ..             | ..           | 3               |
| Professional groups  | 3               | 3         | 1           | 1            | ..             | 1            | 9               |
| Men's civic groups   | 4               | 1         | ..          | ..           | ..             | 2            | 7               |
| Women's civic groups | 10              | 3         | ..          | 1            | 2              | 3            | 19              |
| Military groups      | 1               | 1         | 1           | ..           | 1              | ..           | 4               |
| Television           | 13              | 3         | ..          | 1            | 1              | 3            | 21              |
| Radio                | 6               | 2         | ..          | 1            | ..             | 3            | 12              |
| Other                | 1               | 2         | ..          | ..           | ..             | 1            | <u>4</u><br>134 |

TABLE A.2. (combined form)

|                |    |    |    |   |   |    |    |
|----------------|----|----|----|---|---|----|----|
| Schools        | 13 | 11 | 7  | 3 | 2 | 1  | 37 |
| Medical groups | 12 | 3  | 2  | 1 | 3 | .. | 21 |
| Organizations  | 17 | 7  | 1  | 2 | 2 | 6  | 35 |
| Media          | 19 | 5  | .. | 2 | 1 | 6  | 33 |

TABLE A.1 - (Continued) ATTENTION BY CATEGORY

| Audience type         | (1)<br>Total | (2)<br>Gov't | (3)<br>Gov't | (4)<br>Gov't | (5)<br>Gov't | (6)<br>Gov't |
|-----------------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                       |              |              |              |              |              |              |
| High school           | 10           | ..           | 1            | ..           | ..           | ..           |
| College               | 10           | 1            | 0            | 1            | ..           | ..           |
| Medical               | 11           | ..           | 1            | ..           | ..           | ..           |
| Religious             | 10           | ..           | 1            | ..           | 1            | ..           |
| Gov. officials        | 10           | ..           | ..           | ..           | ..           | ..           |
| Medical organizations | 10           | ..           | ..           | 1            | ..           | ..           |
| Professional groups   | 10           | 1            | 1            | 1            | ..           | ..           |
| Men's club            | 10           | 1            | ..           | ..           | ..           | ..           |
| Women's club          | 10           | 1            | 1            | ..           | ..           | ..           |
| Military group        | 10           | 1            | ..           | ..           | ..           | ..           |
| Television            | 10           | 1            | 1            | ..           | ..           | ..           |
| Radio                 | 10           | 1            | ..           | 1            | ..           | ..           |
| Other                 | 10           | 1            | ..           | ..           | ..           | ..           |
| Total                 |              |              |              |              |              |              |
| Gov't                 | 33           | 6            | 1            | 1            | ..           | ..           |
| Medical               | 33           | 6            | 1            | 1            | ..           | ..           |
| Religious             | 33           | 6            | 1            | 1            | ..           | ..           |
| Gov. officials        | 33           | 6            | 1            | 1            | ..           | ..           |
| Medical organizations | 33           | 6            | 1            | 1            | ..           | ..           |
| Professional groups   | 33           | 6            | 1            | 1            | ..           | ..           |
| Men's club            | 33           | 6            | 1            | 1            | ..           | ..           |
| Women's club          | 33           | 6            | 1            | 1            | ..           | ..           |
| Military group        | 33           | 6            | 1            | 1            | ..           | ..           |
| Television            | 33           | 6            | 1            | 1            | ..           | ..           |
| Radio                 | 33           | 6            | 1            | 1            | ..           | ..           |
| Other                 | 33           | 6            | 1            | 1            | ..           | ..           |

This section revealed less action by the members than their own talks. No specialized audience was used by as many as half of the respondents, and only college groups and television were used by as many as one-third. Since most of the military women that members work with in their efforts to publicize women in the services are recruiting personnel, usually women officers, it is not surprising that college groups were the audience most frequently arranged by members, with educators and university deans doing much of the work here. Women officers frequently encounter difficulty in obtaining opportunities to speak with college women. The more general thing is for them to be told to set up their display in the student union where they will be visible and, theoretically, interested women will talk with them. Because of the many demands on the time of college women, and the scattered nature of any groups they may have, many schools are reluctant to provide time for a talk by recruiting personnel. Members can often open doors, impressing on college officials the need for college women to be aware of the work being done by women in the armed forces, whether or not they are interested in it for themselves.

Members have reported that they meet with more success when they can arrange for the program to be presented jointly by members of all the services, so that the colleges will not be showing partiality to one but still will not have to devote additional time for essentially duplicating programs. The small

It is for the purpose of the Commission to determine the extent to which the various countries of the world are in a position to supply the various commodities which are in demand by the various countries of the world. The Commission is of the opinion that the various countries of the world are in a position to supply the various commodities which are in demand by the various countries of the world.



number of women on recruiting duty for some of the services, and the difference in territories covered, sometimes makes arranging joint presentations a frustrating effort. One of the requests most frequently presented by members to the heads of the women's services, or to the chief women recruiters, is for better availability of women officers for joint programs.

On television, also, it is primarily the recruiters that are presented. Again, these are the military women that the members know best, these are also the military women whose job is such that exposure on mass media is desired, to get their message to a larger audience.

The next most frequent audience of talks by servicewomen arranged by members is to women's civic groups. Many members feel that it is highly important for women in uniform to be seen, to help get rid of stereotypes held by members of the community. Members indicated this on the questionnaires in such comments as "After seeing and talking to these fine young women in person, the opinion of many people as to these women were changed." "No one ever met, talked with, or listened to a servicewoman without coming away with a higher opinion." It is much easier for an audience to be against women in the services if they don't meet them face to face.

For, to be consistent, we must then conjure up an extreme character in our opponent on the basis of ideas we arbitrarily choose as conspicuous. When, on the other hand, we meet actual representatives of the opposing group the distortions of our imaginations are uncovered and we discover in our

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antagonists so many aspirations and loyalties like our own that our prejudices are undermined.<sup>1</sup>

The questionnaire cannot reveal whether the small number who reported arranging for servicewomen to appear on programs of men's civic groups was due to lack of effort or lack of success. As mentioned earlier, relatively little emphasis has been placed by the committee on influencing the attitudes of men.

TABLE A.3.--Talks by member and servicewomen on same program:

| Audience type        | (23)<br>Civ Ldr | (8)<br>ER | (7)<br>Univ | (5)<br>Gov't | (6)<br>Medical | (12)<br>Misc | (61)<br>Total  |
|----------------------|-----------------|-----------|-------------|--------------|----------------|--------------|----------------|
| High schools         | 6               | 2         | ..          | ..           | ..             | ..           | 8              |
| Colleges             | 6               | 2         | 2           | 1            | 1              | 1            | 13             |
| Nursing groups       | 8               | ..        | ..          | ..           | 1              | ..           | 9              |
| Dietitians           | 2               | ..        | ..          | ..           | ..             | ..           | 2              |
| Occ. therapists      | 1               | ..        | ..          | ..           | ..             | ..           | 1              |
| Physical therapists  | 1               | ..        | ..          | ..           | ..             | ..           | 1              |
| Professional groups  | 5               | 1         | ..          | 1            | ..             | ..           | 7              |
| Men's civic groups   | 4               | ..        | ..          | 1            | ..             | 1            | 6              |
| Women's civic groups | 9               | 3         | ..          | 4            | 1              | 2            | 19             |
| Military groups      | 2               | 1         | ..          | ..           | 1              | ..           | 4              |
| Television           | 6               | 1         | 1           | 1            | 1              | 1            | 11             |
| Radio                | 5               | 1         | ..          | 1            | ..             | ..           | 7              |
| Other                | 2               | 1         | 1           | ..           | ..             | ..           | $\frac{4}{92}$ |

TABLE A.3.--(combined form)

|                |    |    |    |    |   |    |    |
|----------------|----|----|----|----|---|----|----|
| Schools        | 12 | 4  | 2  | 1  | 1 | 1  | 21 |
| Medical groups | 12 | .. | .. | .. | 1 | .. | 13 |
| Organizations  | 18 | 4  | .. | 6  | 1 | 3  | 32 |
| Media          | 11 | 2  | 1  | 2  | 1 | 1  | 18 |

<sup>1</sup>Powell, p. 445.



The subject of women in the armed forces is seldom of immediate local concern, so a major problem of the members of the Committee is devising ways of overcoming the apathy of the citizenry of their community in the subject. Since most persons are more interested in people than in issues, members find it easier to place programs when they center around specific women in the services--their lives, accomplishments, travels, etc.--than when they offer a talk or program on the general subject of women in the services. It is preferable that these women be from the community, or be stationed there. Some of the members who had relatively little success in getting programs accepted felt this was their major obstacle. "I was able to promote very little here in... partly because there are so few women in the services in this area." "We have very few service women in...., and it was therefore difficult to arouse interest in the services as a career for women."

Women on recruiting duty were used by members to supplement local servicewomen, or in place of them when they did not have local ones to use. The problem in using recruiters is that although their expertness is seldom questioned, their intentions are. Too many people have the feeling that since recruiters have a quota to meet, they will tell you anything to get you to join. Whether or not this belief is accurate, it is so widespread it reduces the effectiveness of recruiting personnel in changing or affirmatively influencing attitudes. When the audience

the one of the women in the room. When in need of the  
mediate local assistance, as a major portion of the members of the  
Committee is dealing with the question of the child, the child  
center of their community in the past. Since most women are  
more interested in the child than in the child, the child  
to place programs when they consider around specific work in the  
services-their, like, social, economic, travel, etc., than when  
they offer a talk or program on the general subject of women in  
the services. It is preferable that these women be from the  
community, or be stationed there. Some of the members who had  
relatively little success in getting programs accepted felt this  
was their major obstacle. "I was able to promote very little  
here in... mostly because there are so few women in the services  
in this area." "We have very few service women in...," and it  
was therefore difficult to arouse interest in the services as a  
career for women."

Women on recruiting duty were used by members to supply  
ment local servicemen or in place of them when they did not  
have local ones to use. The problem in using reservists is that  
although their experience is rather questioned, their intentions  
are. Too many people have the feeling that since reservists have  
a quota to meet, they will tell you anything to get you to  
join. Whether or not this belief is accurate, it is no video-  
correct it reduces the effectiveness of recruiting personnel in  
their line or otherwise influencing attendance. When the evidence

expects manipulative intent, it develops resistance to acceptance of the message.<sup>1</sup>

Where there are few or no active duty personnel members have been interested in the possibility of locating former servicewomen in their area. This idea has worked well for some, but two aspects in particular must be considered: why is the person no longer in service, and has she maintained contact with her service since leaving. If the individual got out of service because she was unhappy, unsuitable, or unsatisfactory, she would not be a good representative. If she got out for marriage and a family, or similar reasons, there is a good chance she has very good feelings toward the service. If she has been out for several years and has not maintained contact, caution should be taken that she does not inadvertently give an outdated impression about service life and opportunities.

More approbation of servicewomen by servicemen would help with their public acceptance, DACOWITS members believe. This is usually forthcoming from the highest ranking officials, and statements have been publicized by General Eisenhower, General Maxwell Taylor, Admiral Nimitz, and others of similar caliber. When you get to men on lower levels, their opinions are strongly influenced by their feelings toward women working outside the home and by competition they have faced from women, as well as by the actual performance of women with whom they have been associated. Many men are still prejudiced against women in the work world.

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<sup>1</sup>Bernard Berelson and Gary A. Steiner, Human Behavior (New York: Harcourt, Brace & World, Inc., 1964), p. 538.





If they accept them at all, they do so only when women fill different positions from men and are not placed in supervisory positions over men. A military man who, at some time during his military career, has lost out on a promotion or desirable job to a service woman has suffered a blow to his pride, and rather than accept that a woman was better qualified than he, this man will probably rationalize that she got the job because of her sex, or through use of her sex. In time, he will probably believe this, and have a low opinion of women in the services. He may have been repulsed in personal advances, and become prejudiced against servicewomen. Or, he may have known one who really was an ineffective worker or did not maintain as high moral standards as he felt she should. "Personal contacts may influence prejudice in various ways, depending upon the nature of the individual with whom one happens to be associated."<sup>1</sup> Before asking a serviceman to express a public opinion about women in the services, it should be ascertained in private what that opinion is.

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<sup>1</sup>Wayland F. Vaughan, Social Psychology (New York: The Odyssey Press, 1948), p. 704.



TABLE A.4.--Talks by member on other subjects, with mention of  
DACOWITS or women in the services in the talk or introduction:

| Audience type        | (23)<br>Civ Ldr | (8)<br>Ed | (7)<br>Univ | (5)<br>Gov't | (6)<br>Medical | (12)<br>Misc | (61)<br>Total |
|----------------------|-----------------|-----------|-------------|--------------|----------------|--------------|---------------|
| High schools         | 2               | 1         | 3           | 1            | 3              | 2            | 12            |
| Colleges             | 4               | ..        | 2           | 1            | 3              | 2            | 12            |
| Nursing groups       | 3               | 1         | ..          | ..           | 4              | 2            | 10            |
| Dietitians           | ..              | ..        | ..          | ..           | 2              | ..           | 2             |
| Occ.therapists       | ..              | .         | ..          | ..           | 2              | ..           | 2             |
| Physical therapists  | ..              | 1         | ..          | ..           | ..             | ..           | 1             |
| Professional groups  | 5               | 5         | 5           | 2            | 2              | 6            | 25            |
| Men's civic groups   | 4               | 2         | 1           | 2            | 1              | 4            | 14            |
| Women's civic groups | 13              | 4         | 3           | 4            | 2              | 6            | 32            |
| Military groups      | 1               | 1         | ..          | ..           | ..             | 2            | 4             |
| Television           | 5               | 2         | 2           | ..           | 2              | 4            | 15            |
| Radio                | 3               | 1         | 3           | ..           | 1              | 4            | 12            |
| Other                | ..              | 1         | ..          | ..           | ..             | 2            | 3             |
|                      |                 |           |             |              |                |              | <u>144</u>    |

TABLE A.4. (combined form)

|                |    |    |    |    |   |    |    |
|----------------|----|----|----|----|---|----|----|
| Schools        | 6  | 1  | 5  | 2  | 6 | 4  | 24 |
| Medical groups | 3  | 2  | .. | .. | 8 | 2  | 15 |
| Organizations  | 22 | 11 | 9  | 8  | 5 | 16 | 71 |
| Media          | 8  | 3  | 5  | .. | 3 | 8  | 27 |

In order for any message to be effective, it must first be  
received and accepted by the audience. This is complicated by the

TABLE A.1. -- Time of arrival of foreign-born students in the United States by country of origin and sex.

| Country of origin   | (1)<br>All | (2)<br>Male | (3)<br>Female | (4)<br>Total | (5)<br>All | (6)<br>Male | (7)<br>Female |
|---------------------|------------|-------------|---------------|--------------|------------|-------------|---------------|
| High school         | 1          | 1           | 1             | 1            | 1          | 1           | 1             |
| College             | 1          | 1           | 1             | 1            | 1          | 1           | 1             |
| University          | 1          | 1           | 1             | 1            | 1          | 1           | 1             |
| Postgraduate        | 1          | 1           | 1             | 1            | 1          | 1           | 1             |
| Medical             | 1          | 1           | 1             | 1            | 1          | 1           | 1             |
| Law                 | 1          | 1           | 1             | 1            | 1          | 1           | 1             |
| Engineering         | 1          | 1           | 1             | 1            | 1          | 1           | 1             |
| Business            | 1          | 1           | 1             | 1            | 1          | 1           | 1             |
| Physical sciences   | 1          | 1           | 1             | 1            | 1          | 1           | 1             |
| Biological sciences | 1          | 1           | 1             | 1            | 1          | 1           | 1             |
| Mathematics         | 1          | 1           | 1             | 1            | 1          | 1           | 1             |
| Women's studies     | 1          | 1           | 1             | 1            | 1          | 1           | 1             |
| Men's studies       | 1          | 1           | 1             | 1            | 1          | 1           | 1             |
| Other               | 1          | 1           | 1             | 1            | 1          | 1           | 1             |

TABLE A.1. (continued)

|                 |   |   |   |   |   |   |   |
|-----------------|---|---|---|---|---|---|---|
| Schools         | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Medical schools | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Law schools     | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Other           | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

1. This table is based on the data of the Immigration and Naturalization Service.

2. This table is based on the data of the Immigration and Naturalization Service.

fact that people do not pay attention to messages about subjects in which they have no interest, or toward which they are prejudiced. People tend not to expose themselves to communication which conflicts with their own predispositions.<sup>1</sup> At talks on other subjects members will have many in the audience who would not listen to talks on the subject of women in the armed forces. By mentioning either the Committee or women in the services in the text of their talk, or by having it included in their introduction, since the audience is not expecting to be addressed on this subject their defenses are lowered against it and the idea may be accepted by some.

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<sup>1</sup>Elihu Katz and P. F. Lazarsfeld, Personal Influence (Glencoe, Ill.: The Free Press, 1955), p. 96.

may be accepted as none.

TABLE A.5.--DACOWITS films showed

| Audience type        | (23)<br>Civ Ldr | (8)<br>Ed | (7)<br>Univ | (5)<br>Gov't | (6)<br>Medical | (12)<br>Misc | (61)<br>Total  |
|----------------------|-----------------|-----------|-------------|--------------|----------------|--------------|----------------|
| High schools         | 4               | 6         | ..          | 1            | ..             | 1            | 12             |
| Colleges             | 3               | 2         | 1           | 1            | ..             | ..           | 7              |
| Nursing groups       | 3               | 2         | 1           | 1            | ..             | ..           | 7              |
| Dietitians           | 1               | ..        | ..          | ..           | ..             | ..           | 1              |
| Occ. therapists      | 1               | ..        | ..          | ..           | ..             | ..           | 1              |
| Physical therapists  | 1               | ..        | ..          | ..           | ..             | ..           | 1              |
| Professional groups  | 2               | 2         | ..          | ..           | ..             | ..           | 4              |
| Men's civic groups   | 1               | ..        | ..          | 1            | ..             | ..           | 2              |
| Women's civic groups | 3               | 2         | ..          | 2            | ..             | ..           | 7              |
| Military groups      | 2               | ..        | ..          | ..           | ..             | ..           | 2              |
| Television           | 5               | 2         | 1           | 2            | 1              | 1            | 12             |
| Other                | ..              | 2         | ..          | ..           | ..             | 2            | $\frac{4}{60}$ |

TABLE A.5. (combined form)

|                |   |   |    |   |    |    |    |
|----------------|---|---|----|---|----|----|----|
| Schools        | 7 | 8 | 1  | 2 | .. | 1  | 19 |
| Medical groups | 6 | 2 | 1  | 1 | .. | .. | 10 |
| Organizations  | 6 | 4 | .. | 3 | .. | .. | 13 |
| Media          | 5 | 2 | 1  | 2 | 1  | 1  | 12 |

The questionnaire specifically excluded tabulation in this category of films that were shown in conjunction with some other activity, such as a program at a school or before an organization. Therefore,

TABLE A.2. (continued)

| Balance type         | (1) | (2) | (3) | (4) | (5) | (6) |
|----------------------|-----|-----|-----|-----|-----|-----|
| Other                | ..  | 2   | ..  | ..  | ..  | 2   |
| Televised            | 2   | 2   | 1   | 2   | 1   | 12  |
| Military groups      | 2   | ..  | ..  | ..  | ..  | 2   |
| Women's civic groups | 2   | 2   | ..  | 2   | ..  | 7   |
| Men's civic groups   | 1   | ..  | ..  | 1   | ..  | 2   |
| Professional groups  | 2   | 2   | ..  | ..  | ..  | 1   |
| Physical therapists  | 1   | ..  | ..  | ..  | ..  | 1   |
| Gov. therapists      | 1   | ..  | ..  | ..  | ..  | 1   |
| Metallurg            | 1   | ..  | ..  | ..  | ..  | 1   |
| Nursing groups       | 2   | 2   | 1   | 1   | ..  | 7   |
| College              | 2   | 2   | 1   | 1   | ..  | 7   |
| High schools         | 1   | 2   | ..  | 1   | ..  | 1   |

TABLE A.2. (continued)

|                |   |   |    |   |    |    |
|----------------|---|---|----|---|----|----|
| Medical        | 2 | 2 | 1  | 2 | 1  | 12 |
| Organization   | 2 | 1 | .. | 3 | .. | 12 |
| Medical groups | 2 | 2 | 1  | 1 | .. | 12 |
| Schools        | 7 | 2 | 1  | 2 | .. | 12 |

The questionnaire specifically excluded information on these categories.

Of these 12, 1 were known in connection with some other category.

There is a small number of cases in connection with some other category.



this tabulation is not a reflection of the total use of DACOWITS films, but only of their use alone.

During the years covered by this survey the DACOWITS films available were: The Price of Liberty, a 10 minute black and white film history of women in the services, issued in 1954; Holiday for Quartet, a 15 minute color film about enlisted women in the four services, issued in 1961; and The Military Nurse, a 15 minute color film on nursing in the services, issued in 1962. The College Woman in the Armed Forces was not issued until late fall of 1963, so it is doubtful if it is reflected in the above totals. This would be part of the explanation why a larger number of films were showed to high school groups, since the film designed for them has been in circulation longer than the other specialized films. Of the 60 respondents, 37 were members after Holiday for Quartet was issued, 28 when The Military Nurse was released.

The Committee feels that the production of films about the work being performed by women in the services, and their showing to as many audiences as they can find for them, is a legitimate and proper function. The public has the right to know what is going on in their government, and the various segments of the government have the responsibility to keep them informed.<sup>1</sup> Some writers are not in agreement with this, in fact consider providing

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<sup>1</sup>Bernard Rubin, Public Relations and the Empire State (New Brunswick, N. J.: Rutgers University Press, 1958), p. 10.



military films for civilian groups as "outrightly propagandistic."<sup>1</sup>

Films are a supplementary tool for use in providing information, designed to help create a favorable opinion. Some conclusions on the influence of films:

1. Some films may be effective to some degree in cementing or changing some attitudes...
2. Very probably, films will be least influential in affecting those attitudes that are most remote from the apparent purpose of the motion picture...
3. Films sometimes implant or strengthen attitudes opposite to those intended.
4. Noncommercial films can appreciably increase the informational level of the audience...
5. Films can shift attitudes. Whether they will and how long the attitudinal change will be maintained is unpredictable on the basis of present research.
6. Extreme claims, such as the idea that motion pictures are a potent device for achieving good will and peace in modern society, are unsupportable. The claim that the movies make sinners of many of us appears equally undocumented.<sup>2</sup>

Points 4 and 5 were unofficially confirmed for The College Woman in the Armed Forces by a questionnaire administered before and after showing the film to 18 members of Albion College Pan-Hellenic Council and to 30 members of Wayne State University Pan-Hellenic Council in 1964. Of those seeing the film, 18 knew or had known servicewomen and 30 had not. The first two questions

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<sup>1</sup>Fred J. Cook, The Warfare State (New York: The MacMillan Co., 1962), p. 94.

<sup>2</sup>Powell, p. 341.



concern information gained, the final question concerns change in attitude:

1. How would you rate your knowledge on opportunities available to college women in the armed forces:

|         | <u>None</u> | <u>Almost None</u> | <u>Average</u> | <u>Very Good</u> |
|---------|-------------|--------------------|----------------|------------------|
| Before: | 14          | 19                 | 13             | 2                |
| After:  | ..          | 1                  | 31             | 16               |

2. How would you compare the job opportunities for college graduates in the armed forces with those in civilian life?

|         | <u>Not as Many</u> | <u>Equal</u> | <u>Superior</u> |
|---------|--------------------|--------------|-----------------|
| Before: | 23                 | 20           | 5               |
| After:  | 9                  | 31           | 8               |

3. Can you picture yourself as a military officer (in peacetime)

|         | <u>Yes</u> | <u>No</u>       |
|---------|------------|-----------------|
| Before: | 16         | 32              |
| After:  | 23         | 25 <sup>1</sup> |

TABLE B.1.--General articles about women in the services:

| Media                    | (21)<br>Civ Ldr | (8)<br>Ed | (6)<br>Univ | (5)<br>Gov't | (6)<br>Medical | (11)<br>Misc | (57)<br>Total |
|--------------------------|-----------------|-----------|-------------|--------------|----------------|--------------|---------------|
| Daily paper              | 11              | 4         | ..          | 1            | ..             | 5            | 21            |
| Sunday paper             | 7               | 3         | ..          | 1            | ..             | 4            | 15            |
| Prof. periodical         | 4               | 2         | 1           | ..           | 2              | 1            | 10            |
| Org. periodical          | 8               | 2         | 2           | 1            | 1              | 4            | 18            |
| Gen. Circulation mag.    | 1               | ..        | ..          | ..           | ..             | ..           | 1             |
| College bulletin etc.    | 3               | ..        | ..          | 1            | 3              | 1            | 8             |
| Other (weekly, military) | 1               | 1         | ..          | ..           | ..             | ..           | 2             |
|                          |                 |           |             |              |                |              | <u>75</u>     |

<sup>1</sup>Carleen R. Hess, "The Woman Officer Procurement Program of the U. S. Navy" (unpublished Master's thesis, School of Public Communication, Boston University, 1964)



FIGURE B.2.--Articles about specific servicewomen:

| Media                 | (21)<br>Civ Ldr | (8)<br>Ed | (6)<br>Univ | (5)<br>Gov't | (6)<br>Medical | (11)<br>Misc | (57)<br>Total  |
|-----------------------|-----------------|-----------|-------------|--------------|----------------|--------------|----------------|
| Daily paper           | 8               | 1         | ..          | ..           | 1              | 3            | 13             |
| Sunday paper          | 4               | 2         | ..          | 1            | 1              | ..           | 8              |
| Prof. periodical      | 1               | ..        | ..          | ..           | ..             | ..           | 1              |
| Org. periodical       | 3               | ..        | 1           | ..           | ..             | 1            | 5              |
| Gen circulation mag.  | 1               | ..        | ..          | ..           | ..             | ..           | 1              |
| College bulletin etc. | 1               | ..        | ..          | ..           | ..             | ..           | $\frac{1}{29}$ |

TABLE B.3.--Article about member and DACOWITS

| Daily paper           | 17 | 5  | 4  | 3  | 5  | 5  | 39             |
|-----------------------|----|----|----|----|----|----|----------------|
| Sunday paper          | 3  | 3  | .. | 1  | 1  | 4  | 17             |
| Prof. periodical      | 2  | 4  | .. | .. | 1  | 2  | 9              |
| Org. periodical       | 6  | 3  | 3  | .. | 2  | 4  | 18             |
| Gen. circulation mag. | 1  | .. | .. | .. | .. | .. | 1              |
| College bulletin etc. | 4  | 1  | .. | 1  | 1  | 1  | 8              |
| Other                 | 2  | .. | 1  | 1  | .. | .. | $\frac{4}{96}$ |

# TABLE 1. -- Number of persons in each category

|               | (1) | (2) | (3) | (4) | (5) | (6) |
|---------------|-----|-----|-----|-----|-----|-----|
| Category      | 1   | 2   | 3   | 4   | 5   | 6   |
| Prof. members | 1   | 1   | 1   | 1   | 1   | 1   |
| Gen. members  | 1   | 1   | 1   | 1   | 1   | 1   |
| Other         | 1   | 1   | 1   | 1   | 1   | 1   |
| Total         | 3   | 3   | 3   | 3   | 3   | 3   |

## TABLE 2. -- Number of persons in each category

|               | (1) | (2) | (3) | (4) | (5) | (6) |
|---------------|-----|-----|-----|-----|-----|-----|
| Category      | 1   | 2   | 3   | 4   | 5   | 6   |
| Prof. members | 1   | 1   | 1   | 1   | 1   | 1   |
| Gen. members  | 1   | 1   | 1   | 1   | 1   | 1   |
| Other         | 1   | 1   | 1   | 1   | 1   | 1   |
| Total         | 3   | 3   | 3   | 3   | 3   | 3   |



TABLE B.4.--Articles about other subject which mention member's  
DACOWITS membership:

| Media                 | (21)<br>Civ Ldr | (8)<br>Ed | (6)<br>Univ | (5)<br>Gov't | (6)<br>Medical | (11)<br>Misc | (57)<br>Total  |
|-----------------------|-----------------|-----------|-------------|--------------|----------------|--------------|----------------|
| Daily paper           | 10              | 5         | 4           | 3            | 4              | 4            | 30             |
| Sunday paper          | 2               | ..        | 1           | 2            | 1              | 3            | 9              |
| Prof. periodical      | 1               | 1         | 1           | 1            | 2              | 3            | 9              |
| Org. periodical       | 3               | ..        | 1           | ..           | 1              | 4            | 9              |
| Gen. circulation mag. | 1               | 1         | 1           | ..           | ..             | 2            | 5              |
| College               | 1               | 1         | 2           | ..           | ..             | ..           | 4              |
| Other                 | 1               | ..        | ..          | ..           | ..             | ..           | <u>1</u><br>67 |

The placement of articles in newspapers and magazines is dependent on what the editors think will interest their readers. The nature of their audiences place certain limits upon what they can use, and still retain their audience. If the editor does not feel the public is interested in reading about women in the services, the DACOWITS member will have to do a selling job. Her local influence with personnel on the paper will serve as an entre, but she must have an interesting idea or article to be used, or an interesting subject so that he will assign a reporter to cover it.

Newspapers are only one tool for informing the public about women in the services, but are important as a medium of sustained

TABLE 1. - *Number of articles in each category of articles appearing in the LACOWITH number.*

| Category          | (1) Daily paper | (2) Semi-weekly paper | (3) Weekly paper | (4) Monthly paper | (5) Quarterly paper | (6) Semi-annual paper | (7) Annual paper |
|-------------------|-----------------|-----------------------|------------------|-------------------|---------------------|-----------------------|------------------|
| Daily paper       | 10              | 4                     | 1                | 1                 | 1                   | 1                     | 1                |
| Semi-weekly paper | 1               | 1                     | 1                | 1                 | 1                   | 1                     | 1                |
| Weekly paper      | 1               | 1                     | 1                | 1                 | 1                   | 1                     | 1                |
| Monthly paper     | 1               | 1                     | 1                | 1                 | 1                   | 1                     | 1                |
| Quarterly paper   | 1               | 1                     | 1                | 1                 | 1                   | 1                     | 1                |
| Semi-annual paper | 1               | 1                     | 1                | 1                 | 1                   | 1                     | 1                |
| Annual paper      | 1               | 1                     | 1                | 1                 | 1                   | 1                     | 1                |
| Other             | 1               | 1                     | 1                | 1                 | 1                   | 1                     | 1                |

The placement of articles in newspapers and magazines is dependent on what the editors think will interest their readers. The nature of their audience; place certain limits upon what they can use, and will retain their attention. If the editor does not feel the public is interested in reading about women in the sciences, the LACOWITH number will have to do a selling job. Her local influence with personnel on the paper will serve as an outlet, but she must have an interesting idea or article to be used, or an interesting subject so that he will easily be able to cover it.

Newspapers are only one tool for informing the public about women in the sciences, but are important as a medium of reaching

interest and information. Justice Felix Frankfurter once said:

The unconscious, and therefore, uncritical absorption of print is much more powerful than any skeptical alertness which most readers bring to print. To an extent far beyond the public's own realization, public opinion is shaped by the kind, the volume, and the quality of the news columns.

Emery and Smith remind us

The power of the press is not in its persuasion by opinion, but in its dissemination of information and its arousal of interest in important issues hitherto submerged in public apathy.<sup>1</sup>

The other side of the coin is that few people read the entire paper, and an article on the subject of women in the services, which is "submerged in public apathy," requires imagination in presentation to attract attention.

Although news releases about each member's connection with DACOWITS are sent by the Department of Defense to the news services and the local papers concerned, these do not stand a good chance of being used. In studies made at the University of Wisconsin on newspapers' use of general publicity releases, it was found that of approximately 300 releases received in a five-day period by a typical morning newspaper, 242 were rejected; of 339 received in the same period by evening newspaper, 218 were rejected.<sup>2</sup>

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<sup>1</sup>Scott M. Cutlip and Allen H. Center, Effective Public Relations (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958), p. 249.

<sup>2</sup>Ibid., p. 252-53.



One member who is the city editor of a newspaper wrote that her most effective method of communicating information on the work of women in the services was by writing stories on particular servicewomen, which were often picked up by the wire services. Whether or not these items would be used by other newspapers would depend on the predispositions and prejudices of the wire editors, who serve as gatekeepers.<sup>1</sup> This member's familiarity with the newspaper business enables her to see stories, or angles that will make stories, where personnel not experienced in the media would not.

DACOWITS has also had columnists as members, and they include information about the committee and servicewomen at varying times, when appropriate. One member, a reporter for the Christian Science Monitor, was jointly sponsored by her paper and the Department of Defense on a tour of military installations in Europe. The series of articles, "The Miss Behind the Missile," ran every Friday for 17 weeks during 1960. These were all written from the human interest angle, and most of them had accompanying photographs. These articles had wide reader appeal.

Articles appearing in professional or organizational periodicals have limited readership, but small, specialized

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<sup>1</sup>David M. White, "The Gatekeeper: A Case Study in the Selection and Rejection of News," Journalism Quarterly (Fall, 1950), pp. 383-90.

One of the main reasons for this is that the  
the fact of which the newspaper was not thinking at first was  
particular circumstances, which were often taken as the basis  
survival. It is not that the newspaper would be more  
newspapers would be of the same kind as the newspaper  
of the first edition was not an investigation. This was the  
territory with the newspaper business created for the  
stories, or rather with the main story or main newspaper  
expressed in the main world now.  
JACOBI has also had experience as a reporter and has  
include information about the conditions and conditions of  
very times. One reporter, a reporter for  
the Christian Science Monitor, was jointly sponsored by her father  
and the Department of Defense on a tour of military installations  
in Europe. The series of articles "The Men Behind the Machine"  
ran every Friday for 17 weeks during 1960. These were all written  
from the human interest angle, and most of them had accompanying  
photographs. These articles had also been reported.

Articles appearing in professional or organizational  
periodicals have limited relationship to small, specialized

<sup>1</sup>David M. White, "The Defense of the Human Body in the  
Perspective and History of Man," *Journal of the American  
Medical Association* 175:1 (1961).

magazines may have considerable influence with their readers.<sup>1</sup> An article in the American Journal of Nursing, for example, will reach nearly all registered nurses in the United States. The Committee has had good cooperation from this periodical, in using articles and in reviewing appropriate DACOWITS publications and films.

Members are encouraged to include their membership on DACOWITS in their official biographies, in Who's Who listings, and in articles about them. One former member who did not indicate on her questionnaire that word of her Committee membership had ever appeared in print may be unaware that it is mentioned in a biography of her former husband: "She participated eventually in many civic endeavors, ranging from the Defense Advisory Committee on Women in the Services to the Garden Club of America...."<sup>2</sup> In an article in a national women's magazine about a well known comedian, the information about his wife did not include her Committee membership, but did mention twice that she was an ex-WAC captain, thereby lending her prestige to the idea of women in the services.<sup>3</sup>

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<sup>1</sup>Carl I. Hovland, "Effects of the Mass Media on Communication," Handbook of Social Psychology, ed. G. Lindzey (Boston: Addison-Wesley, 1954), II, p. 1065.

<sup>2</sup>Joe Alex Morris, Nelson Rockefeller, A Biography (New York: Harper & Sons., 1960), p. 97.

<sup>3</sup>Gerald Frank "Milton Berle," McCall's (March, 1964) p. 96.

of women in the country.

[illegible]



TABLE C.--Visits of members as representative of DACOWITS:

| Place                 | (22)<br>Civ Ldr | (8)<br>Ed | (5)<br>Univ | (4)<br>Gov't | (6)<br>Medical | (11)<br>Misc | (56)<br>Total |
|-----------------------|-----------------|-----------|-------------|--------------|----------------|--------------|---------------|
| Military installation | 17              | 8         | 3           | 3            | 6              | 9            | 46            |
| High schools          | 8               | 3         | 1           | 1            | 2              | 3            | 18            |
| Colleges              | 10              | 6         | 3           | 2            | ..             | 3            | 24            |
| Nursing schools       | 11              | 3         | ..          | 1            | 1              | 2            | 18            |
| Occ. Therapy schools  | 3               | 1         | ..          | ..           | ..             | ..           | 4             |
| Phys. Therapy schools | 3               | ..        | ..          | 1            | ..             | ..           | 4             |
| Dietetics schools     | 5               | ..        | ..          | ..           | ..             | ..           | 5             |
| Hospitals             | 9               | 1         | 1           | 1            | 2              | 2            | 16            |
| Radio/TV stations     | 18              | 6         | 3           | 2            | 3              | 5            | 37            |
| Newspaper offices     | 18              | 5         | 1           | 3            | 3              | 6            | 36            |
| Organization offices  | 10              | 1         | 1           | 1            | 1              | 2            | 16<br>224     |

TABLE C. (combined form)

|  |    |    |   |   |   |    |    |
|--|----|----|---|---|---|----|----|
| Schools                                | 18 | 9  | 4 | 3 | 2 | 6  | 42 |
| Hospitals and health-connected schools | 31 | 5  | 1 | 3 | 3 | 4  | 47 |
| Media offices                          | 36 | 11 | 4 | 5 | 6 | 11 | 73 |
| Organization offices                   | 10 | 1  | 1 | 1 | 1 | 2  | 16 |

Excluding military installations, since this study is not concerned with influencing the internal public, the only places visited by more than half of the respondents were newspaper offices and radio and television stations. In part this would indicate their use of personal contacts to place information about women

| Place          | (1)  | (2)   | (3)    | (4)   | (5)     | (6)       |
|----------------|------|-------|--------|-------|---------|-----------|
|                | Days | Weeks | Months | Years | Decades | Centuries |
| Algeria        | 10   | 1     | 1      | 1     | 1       | 1         |
| Argentina      | 10   | 1     | 1      | 1     | 1       | 1         |
| Australia      | 10   | 1     | 1      | 1     | 1       | 1         |
| Belgium        | 10   | 1     | 1      | 1     | 1       | 1         |
| Brazil         | 10   | 1     | 1      | 1     | 1       | 1         |
| Canada         | 10   | 1     | 1      | 1     | 1       | 1         |
| China          | 10   | 1     | 1      | 1     | 1       | 1         |
| France         | 10   | 1     | 1      | 1     | 1       | 1         |
| Germany        | 10   | 1     | 1      | 1     | 1       | 1         |
| India          | 10   | 1     | 1      | 1     | 1       | 1         |
| Italy          | 10   | 1     | 1      | 1     | 1       | 1         |
| Japan          | 10   | 1     | 1      | 1     | 1       | 1         |
| South Korea    | 10   | 1     | 1      | 1     | 1       | 1         |
| Spain          | 10   | 1     | 1      | 1     | 1       | 1         |
| Sweden         | 10   | 1     | 1      | 1     | 1       | 1         |
| Switzerland    | 10   | 1     | 1      | 1     | 1       | 1         |
| Taiwan         | 10   | 1     | 1      | 1     | 1       | 1         |
| United Kingdom | 10   | 1     | 1      | 1     | 1       | 1         |
| United States  | 10   | 1     | 1      | 1     | 1       | 1         |
| USSR           | 10   | 1     | 1      | 1     | 1       | 1         |

TABLE 2. (continued)

|                |    |   |   |   |   |   |
|----------------|----|---|---|---|---|---|
| Belgium        | 10 | 1 | 1 | 1 | 1 | 1 |
| Canada         | 10 | 1 | 1 | 1 | 1 | 1 |
| France         | 10 | 1 | 1 | 1 | 1 | 1 |
| Germany        | 10 | 1 | 1 | 1 | 1 | 1 |
| Italy          | 10 | 1 | 1 | 1 | 1 | 1 |
| Japan          | 10 | 1 | 1 | 1 | 1 | 1 |
| South Korea    | 10 | 1 | 1 | 1 | 1 | 1 |
| Spain          | 10 | 1 | 1 | 1 | 1 | 1 |
| Sweden         | 10 | 1 | 1 | 1 | 1 | 1 |
| Switzerland    | 10 | 1 | 1 | 1 | 1 | 1 |
| Taiwan         | 10 | 1 | 1 | 1 | 1 | 1 |
| United Kingdom | 10 | 1 | 1 | 1 | 1 | 1 |
| United States  | 10 | 1 | 1 | 1 | 1 | 1 |
| USSR           | 10 | 1 | 1 | 1 | 1 | 1 |

including military installations, since this study is not

concerned with information of a general public, the only reason

for this is that the information would be of no use

to the public. In this study, the information is of no use

to the public. In this study, the information is of no use

in the services with the mass media.

TABLE D.--Conventions:

| Arrangements made               | (20)<br>Civ Ldr | (7)<br>Ed | (7)<br>Univ | (5)<br>Gov't | (6)<br>Medical | (9)<br>Misc | (54)<br>Total    |
|---------------------------------|-----------------|-----------|-------------|--------------|----------------|-------------|------------------|
| Display of materials            | 16              | 5         | 3           | 3            | 2              | 6           | 35               |
| Helped man display              | 7               | 2         | 1           | 1            | 1              | ..          | 12               |
| Military at meetings            | 16              | 6         | 6           | 2            | 3              | 8           | 41               |
| Military at social<br>functions | 13              | 4         | 3           | 2            | 6              | 5           | 33               |
| Info in program                 | 7               | 4         | 4           | ..           | 3              | 3           | 21               |
| Attended for DACOWITS           | 12              | 4         | 1           | 2            | 2              | 1           | <u>22</u><br>164 |

These figures must be studied cautiously. After receiving the questionnaires it became apparent that there was a very wide interpretation among respondents as to the meaning of the word "convention". This shows up more in the report of frequency than in the number of persons using the method. For example, one respondent known to the author indicated that she arranged for military personnel to attend meetings 10 times, and arranged for them to attend social functions connected with conventions 6 times. This woman, a civic leader, lives in a sparsely settled state, and was only a moderately active member. It appears she interpreted the term broadly. Another member used the term "dozens" to indicate frequency of those two items. These figures do not appear as faithful as those in other sections. If accurate, they represent



an overall wide use of conventions as vehicles for conveying information to the public.

TABLE E.--Miscellaneous

| Activity  | (23)<br>Civ Ldr | (7)<br>Ed | (7)<br>Univ | (5)<br>Gov't | (6)<br>Medical | (12)<br>Misc | (60)<br>Total |
|---|-----------------|-----------|-------------|--------------|----------------|--------------|---------------|
| Hostess social acty,<br>mil. & civilian         | 17              | 6         | 4           | 4            | 5              | 4            | 40            |
| Mil. your guests at<br>social function          | 19              | 7         | 5           | 4            | 5              | 7            | 47            |
| Hostess dinner for<br>mil. & civilian           | 10              | 2         | 1           | 1            | 3              | 4            | 21            |
| Mil. your guest at<br>dinner, civ. present      | 8               | 7         | 3           | 1            | 3              | 4            | 26            |
| Mil. your guest theatre,<br>opera, etc.         | 8               | 3         | ..          | ..           | 1              | ..           | 12            |
| Mil. your guest at<br>organization meetings     | 12              | 6         | 3           | 3            | 3              | 4            | 31            |
| You lunch/dinner guest<br>as Committee rep.     | 16              | 6         | 1           | 4            | 4              | 10           | 41            |
| Proclamation by governor<br>special day or week | 10              | 1         | ..          | 2            | 1              | 2            | 16            |
| Mil. women in parade at<br>your suggestion      | 14              | 3         | ..          | 2            | 2              | 4            | 25            |
| You in reviewing stand                          | 14              | 6         | 2           | 2            | 2              | 6            | 32            |
| Store window display                            | 12              | 3         | ..          | 2            | 2              | 4            | 23            |
| Fashion show of women<br>uniforms               | 8               | ..        | 1           | ..           | 3              | 1            | 13            |
| Talked with mil re prob-<br>lems of mil. women  | 15              | 4         | 4           | 3            | 2              | 3            | 36            |
|   |                 |           |             |              |                |              | <u>363</u>    |



These social and semi-social activities were obviously popular with DACOWITS members, with 6 of them being used by more than half of the respondents. As one member wrote on her questionnaire: "The community and the individual DACOWITS member's personality and contacts make a great deal of difference in the approach-- and in the results." Another member felt that "it was at the luncheons where there was an opportunity for questions and answers that most people acquired most of their knowledge."

[illegible]



## V. EFFECTIVENESS OF COMMUNICATIONS METHODS

Accurately assessing the effectiveness of communications methods used by members of the Defense Advisory Committee on Women in the Services cannot be accomplished as there have been no control groups established, no controlled studies made. However, the members were asked in Section II of the questionnaire to give their opinions of what methods had been most effective for them. The information in this chapter is based on their own evaluations of their communication effectiveness.

**TABLE A.---Methods considered most effective by members: (Respondents were requested to list 5 methods, in descending order of effectiveness. Some listed fewer than 5. This was an open ended question, but the replies can be loosely categorized as follows)**

| Method                         | (14)<br>Civ Ldr | (6)<br>Ed | (5)<br>Univ | (4)<br>Gov't | (3)<br>Medical | (8)<br>Misc | (40)<br>Total |
|--------------------------------|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| Speeches to groups by members: |                 |           |             |              |                |             |               |
| 1st                            | 4               | 1         | ..          | 1            | 2              | ..          | 8             |
| 2nd                            | 1               | 1         | 1           | ..           | 1              | 1           | 5             |
| 3rd                            | 3               | ..        | ..          | ..           | ..             | ..          | 3             |
| 4th                            | ..              | ..        | ..          | 1            | ..             | 1           | 2             |
| 5th                            | 1               | ..        | ..          | ..           | ..             | ..          | 1             |
| Total                          | 9               | 2         | 1           | 2            | 3              | 2           | 19            |

The following table shows the results of the experiments conducted on the various specimens of the material under investigation. The specimens were subjected to a series of tests, including tensile, compression, and shear, in order to determine their mechanical properties. The results are given in the following table, which shows the values of the various properties for each specimen.

The results of the experiments show that the material under investigation possesses a high degree of strength and ductility. The tensile strength of the material is found to be in the range of 100,000 to 120,000 pounds per square inch, and the elongation at break is found to be in the range of 10% to 15%. The compression strength of the material is found to be in the range of 150,000 to 180,000 pounds per square inch, and the shear strength is found to be in the range of 80,000 to 100,000 pounds per square inch.

| Specimen |             | Tensile Strength (lb./sq. in.) |         | Elongation at Break (%) |      | Compression Strength (lb./sq. in.) |         | Shear Strength (lb./sq. in.) |         |
|----------|-------------|--------------------------------|---------|-------------------------|------|------------------------------------|---------|------------------------------|---------|
| No.      | Designation | Min.                           | Max.    | Min.                    | Max. | Min.                               | Max.    | Min.                         | Max.    |
| 1        | Specimen A  | 100,000                        | 110,000 | 10                      | 12   | 150,000                            | 160,000 | 80,000                       | 90,000  |
| 2        | Specimen B  | 110,000                        | 120,000 | 12                      | 14   | 160,000                            | 170,000 | 90,000                       | 100,000 |
| 3        | Specimen C  | 105,000                        | 115,000 | 11                      | 13   | 155,000                            | 165,000 | 85,000                       | 95,000  |
| 4        | Specimen D  | 102,000                        | 112,000 | 9                       | 11   | 152,000                            | 162,000 | 82,000                       | 92,000  |
| 5        | Specimen E  | 108,000                        | 118,000 | 10                      | 12   | 158,000                            | 168,000 | 88,000                       | 98,000  |
| 6        | Specimen F  | 104,000                        | 114,000 | 11                      | 13   | 154,000                            | 164,000 | 84,000                       | 94,000  |
| 7        | Specimen G  | 106,000                        | 116,000 | 10                      | 12   | 156,000                            | 166,000 | 86,000                       | 96,000  |
| 8        | Specimen H  | 103,000                        | 113,000 | 9                       | 11   | 153,000                            | 163,000 | 83,000                       | 93,000  |
| 9        | Specimen I  | 107,000                        | 117,000 | 11                      | 13   | 157,000                            | 167,000 | 87,000                       | 97,000  |
| 10       | Specimen J  | 101,000                        | 111,000 | 8                       | 10   | 151,000                            | 161,000 | 81,000                       | 91,000  |

TABLE A.--Continued.

| Method                                   |       | (14)<br>Civ Ldr | (1)<br>Ed | (5)<br>Univ | (4)<br>Gov't | (3)<br>Medical | (8)<br>Misc | (40)<br>Total |
|--|-------|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| <b>Servicewomen at social functions:</b> |       |                 |           |             |              |                |             |               |
|  | 1st   | 3               | 1         | ..          | ..           | ..             | 3           | 7             |
|  | 2nd   | ..              | ..        | ..          | 1            | ..             | ..          | 1             |
|  | 3rd   | 3               | 1         | ..          | ..           | 1              | 1           | 6             |
|  | 4th   | 2               | 1         | 1           | ..           | ..             | ..          | 4             |
|  | 5th   | 1               | ..        | ..          | ..           | ..             | ..          | 1             |
|  | Total | 9               | 3         | 1           | 1            | 1              | 4           | 19            |
| <b>Articles in magazines and papers:</b> |       |                 |           |             |              |                |             |               |
|  | 1st   | ..              | 1         | ..          | ..           | 1              | ..          | 2             |
|  | 2nd   | 1               | 1         | ..          | ..           | 1              | ..          | 3             |
|  | 3rd   | 3               | 1         | ..          | 1            | ..             | 1           | 6             |
|  | 4th   | 1               | 1         | ..          | ..           | ..             | ..          | 2             |
|  | 5th   | 2               | 1         | 1           | ..           | ..             | 1           | 5             |
|  | Total | 7               | 5         | 1           | 1            | 2              | 2           | 18            |
| <b>Face to face contacts</b>             |       |                 |           |             |              |                |             |               |
|  | 1st   | 2               | ..        | 1           | 2            | ..             | 1           | 6             |
|  | 2nd   | 1               | ..        | ..          | ..           | ..             | 1           | 2             |
|  | 3rd   | ..              | ..        | 1           | ..           | ..             | 1           | 2             |
|  | 4th   | 2               | 1         | ..          | ..           | ..             | ..          | 3             |
|  | 5th   | ..              | ..        | 1           | ..           | ..             | ..          | 1             |
|  | Total | 5               | 1         | 3           | 2            | ..             | 3           | 14            |



TABLE A.--Continued.

| Method                                 | (14)<br>Civ Ldr | (6)<br>Ed | (5)<br>Univ | (4)<br>Gov't | (3)<br>Medical | (8)<br>Misc | (40)<br>Total |
|--|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| <hr/>                                  |                 |           |             |              |                |             |               |
| Member on radio/TV                     |                 |           |             |              |                |             |               |
| 1st                                    | 1               | ..        | 1           | ..           | ..             | ..          | 2             |
| 2nd                                    | 1               | ..        | ..          | ..           | ..             | ..          | 1             |
| 3rd                                    | ..              | ..        | ..          | 1            | 1              | 1           | 3             |
| 4th                                    | 1               | ..        | 1           | ..           | ..             | 2           | 4             |
| 5th                                    | ..              | 1         | 1           | 1            | ..             | ..          | 3             |
| Total                                  | 3               | 1         | 3           | 2            | 1              | 3           | 13            |
| <hr/>                                  |                 |           |             |              |                |             |               |
| Getting servicewomen on club programs: |                 |           |             |              |                |             |               |
| 1st                                    | 1               | 2         | 1           | ..           | ..             | ..          | 4             |
| 2nd                                    | 1               | 1         | ..          | ..           | ..             | ..          | 2             |
| 3rd                                    | 1               | 1         | ..          | ..           | ..             | ..          | 2             |
| 4th                                    | ..              | ..        | ..          | 1            | 1              | 1           | 3             |
| 5th                                    | ..              | ..        | ..          | ..           | ..             | ..          | ..            |
| Total                                  | 3               | 4         | 1           | 1            | 1              | 1           | 11            |
| <hr/>                                  |                 |           |             |              |                |             |               |
| DACOWITS films                         |                 |           |             |              |                |             |               |
| 1st                                    | ..              | ..        | ..          | ..           | ..             | ..          | ..            |
| 2nd                                    | 1               | ..        | ..          | 1            | ..             | 1           | 3             |
| 3rd                                    | ..              | 2         | 1           | ..           | ..             | ..          | 3             |
| 4th                                    | 1               | ..        | ..          | ..           | ..             | 1           | 2             |
| 5th                                    | 1               | ..        | ..          | ..           | ..             | ..          | 1             |
| Total                                  | 3               | 2         | 1           | 1            | ..             | 2           | 9             |

(1) (2) (3) (4) (5) (6)

|     |     |     |      |      |      |
|-----|-----|-----|------|------|------|
| 1   | 2   | 3   | 4    | 5    | 6    |
| 7   | 8   | 9   | 10   | 11   | 12   |
| 13  | 14  | 15  | 16   | 17   | 18   |
| 19  | 20  | 21  | 22   | 23   | 24   |
| 25  | 26  | 27  | 28   | 29   | 30   |
| 31  | 32  | 33  | 34   | 35   | 36   |
| 37  | 38  | 39  | 40   | 41   | 42   |
| 43  | 44  | 45  | 46   | 47   | 48   |
| 49  | 50  | 51  | 52   | 53   | 54   |
| 55  | 56  | 57  | 58   | 59   | 60   |
| 61  | 62  | 63  | 64   | 65   | 66   |
| 67  | 68  | 69  | 70   | 71   | 72   |
| 73  | 74  | 75  | 76   | 77   | 78   |
| 79  | 80  | 81  | 82   | 83   | 84   |
| 85  | 86  | 87  | 88   | 89   | 90   |
| 91  | 92  | 93  | 94   | 95   | 96   |
| 97  | 98  | 99  | 100  | 101  | 102  |
| 103 | 104 | 105 | 106  | 107  | 108  |
| 109 | 110 | 111 | 112  | 113  | 114  |
| 115 | 116 | 117 | 118  | 119  | 120  |
| 121 | 122 | 123 | 124  | 125  | 126  |
| 127 | 128 | 129 | 130  | 131  | 132  |
| 133 | 134 | 135 | 136  | 137  | 138  |
| 139 | 140 | 141 | 142  | 143  | 144  |
| 145 | 146 | 147 | 148  | 149  | 150  |
| 151 | 152 | 153 | 154  | 155  | 156  |
| 157 | 158 | 159 | 160  | 161  | 162  |
| 163 | 164 | 165 | 166  | 167  | 168  |
| 169 | 170 | 171 | 172  | 173  | 174  |
| 175 | 176 | 177 | 178  | 179  | 180  |
| 181 | 182 | 183 | 184  | 185  | 186  |
| 187 | 188 | 189 | 190  | 191  | 192  |
| 193 | 194 | 195 | 196  | 197  | 198  |
| 199 | 200 | 201 | 202  | 203  | 204  |
| 205 | 206 | 207 | 208  | 209  | 210  |
| 211 | 212 | 213 | 214  | 215  | 216  |
| 217 | 218 | 219 | 220  | 221  | 222  |
| 223 | 224 | 225 | 226  | 227  | 228  |
| 229 | 230 | 231 | 232  | 233  | 234  |
| 235 | 236 | 237 | 238  | 239  | 240  |
| 241 | 242 | 243 | 244  | 245  | 246  |
| 247 | 248 | 249 | 250  | 251  | 252  |
| 253 | 254 | 255 | 256  | 257  | 258  |
| 259 | 260 | 261 | 262  | 263  | 264  |
| 265 | 266 | 267 | 268  | 269  | 270  |
| 271 | 272 | 273 | 274  | 275  | 276  |
| 277 | 278 | 279 | 280  | 281  | 282  |
| 283 | 284 | 285 | 286  | 287  | 288  |
| 289 | 290 | 291 | 292  | 293  | 294  |
| 295 | 296 | 297 | 298  | 299  | 300  |
| 301 | 302 | 303 | 304  | 305  | 306  |
| 307 | 308 | 309 | 310  | 311  | 312  |
| 313 | 314 | 315 | 316  | 317  | 318  |
| 319 | 320 | 321 | 322  | 323  | 324  |
| 325 | 326 | 327 | 328  | 329  | 330  |
| 331 | 332 | 333 | 334  | 335  | 336  |
| 337 | 338 | 339 | 340  | 341  | 342  |
| 343 | 344 | 345 | 346  | 347  | 348  |
| 349 | 350 | 351 | 352  | 353  | 354  |
| 355 | 356 | 357 | 358  | 359  | 360  |
| 361 | 362 | 363 | 364  | 365  | 366  |
| 367 | 368 | 369 | 370  | 371  | 372  |
| 373 | 374 | 375 | 376  | 377  | 378  |
| 379 | 380 | 381 | 382  | 383  | 384  |
| 385 | 386 | 387 | 388  | 389  | 390  |
| 391 | 392 | 393 | 394  | 395  | 396  |
| 397 | 398 | 399 | 400  | 401  | 402  |
| 403 | 404 | 405 | 406  | 407  | 408  |
| 409 | 410 | 411 | 412  | 413  | 414  |
| 415 | 416 | 417 | 418  | 419  | 420  |
| 421 | 422 | 423 | 424  | 425  | 426  |
| 427 | 428 | 429 | 430  | 431  | 432  |
| 433 | 434 | 435 | 436  | 437  | 438  |
| 439 | 440 | 441 | 442  | 443  | 444  |
| 445 | 446 | 447 | 448  | 449  | 450  |
| 451 | 452 | 453 | 454  | 455  | 456  |
| 457 | 458 | 459 | 460  | 461  | 462  |
| 463 | 464 | 465 | 466  | 467  | 468  |
| 469 | 470 | 471 | 472  | 473  | 474  |
| 475 | 476 | 477 | 478  | 479  | 480  |
| 481 | 482 | 483 | 484  | 485  | 486  |
| 487 | 488 | 489 | 490  | 491  | 492  |
| 493 | 494 | 495 | 496  | 497  | 498  |
| 499 | 500 | 501 | 502  | 503  | 504  |
| 505 | 506 | 507 | 508  | 509  | 510  |
| 511 | 512 | 513 | 514  | 515  | 516  |
| 517 | 518 | 519 | 520  | 521  | 522  |
| 523 | 524 | 525 | 526  | 527  | 528  |
| 529 | 530 | 531 | 532  | 533  | 534  |
| 535 | 536 | 537 | 538  | 539  | 540  |
| 541 | 542 | 543 | 544  | 545  | 546  |
| 547 | 548 | 549 | 550  | 551  | 552  |
| 553 | 554 | 555 | 556  | 557  | 558  |
| 559 | 560 | 561 | 562  | 563  | 564  |
| 565 | 566 | 567 | 568  | 569  | 570  |
| 571 | 572 | 573 | 574  | 575  | 576  |
| 577 | 578 | 579 | 580  | 581  | 582  |
| 583 | 584 | 585 | 586  | 587  | 588  |
| 589 | 590 | 591 | 592  | 593  | 594  |
| 595 | 596 | 597 | 598  | 599  | 600  |
| 601 | 602 | 603 | 604  | 605  | 606  |
| 607 | 608 | 609 | 610  | 611  | 612  |
| 613 | 614 | 615 | 616  | 617  | 618  |
| 619 | 620 | 621 | 622  | 623  | 624  |
| 625 | 626 | 627 | 628  | 629  | 630  |
| 631 | 632 | 633 | 634  | 635  | 636  |
| 637 | 638 | 639 | 640  | 641  | 642  |
| 643 | 644 | 645 | 646  | 647  | 648  |
| 649 | 650 | 651 | 652  | 653  | 654  |
| 655 | 656 | 657 | 658  | 659  | 660  |
| 661 | 662 | 663 | 664  | 665  | 666  |
| 667 | 668 | 669 | 670  | 671  | 672  |
| 673 | 674 | 675 | 676  | 677  | 678  |
| 679 | 680 | 681 | 682  | 683  | 684  |
| 685 | 686 | 687 | 688  | 689  | 690  |
| 691 | 692 | 693 | 694  | 695  | 696  |
| 697 | 698 | 699 | 700  | 701  | 702  |
| 703 | 704 | 705 | 706  | 707  | 708  |
| 709 | 710 | 711 | 712  | 713  | 714  |
| 715 | 716 | 717 | 718  | 719  | 720  |
| 721 | 722 | 723 | 724  | 725  | 726  |
| 727 | 728 | 729 | 730  | 731  | 732  |
| 733 | 734 | 735 | 736  | 737  | 738  |
| 739 | 740 | 741 | 742  | 743  | 744  |
| 745 | 746 | 747 | 748  | 749  | 750  |
| 751 | 752 | 753 | 754  | 755  | 756  |
| 757 | 758 | 759 | 760  | 761  | 762  |
| 763 | 764 | 765 | 766  | 767  | 768  |
| 769 | 770 | 771 | 772  | 773  | 774  |
| 775 | 776 | 777 | 778  | 779  | 780  |
| 781 | 782 | 783 | 784  | 785  | 786  |
| 787 | 788 | 789 | 790  | 791  | 792  |
| 793 | 794 | 795 | 796  | 797  | 798  |
| 799 | 800 | 801 | 802  | 803  | 804  |
| 805 | 806 | 807 | 808  | 809  | 810  |
| 811 | 812 | 813 | 814  | 815  | 816  |
| 817 | 818 | 819 | 820  | 821  | 822  |
| 823 | 824 | 825 | 826  | 827  | 828  |
| 829 | 830 | 831 | 832  | 833  | 834  |
| 835 | 836 | 837 | 838  | 839  | 840  |
| 841 | 842 | 843 | 844  | 845  | 846  |
| 847 | 848 | 849 | 850  | 851  | 852  |
| 853 | 854 | 855 | 856  | 857  | 858  |
| 859 | 860 | 861 | 862  | 863  | 864  |
| 865 | 866 | 867 | 868  | 869  | 870  |
| 871 | 872 | 873 | 874  | 875  | 876  |
| 877 | 878 | 879 | 880  | 881  | 882  |
| 883 | 884 | 885 | 886  | 887  | 888  |
| 889 | 890 | 891 | 892  | 893  | 894  |
| 895 | 896 | 897 | 898  | 899  | 900  |
| 901 | 902 | 903 | 904  | 905  | 906  |
| 907 | 908 | 909 | 910  | 911  | 912  |
| 913 | 914 | 915 | 916  | 917  | 918  |
| 919 | 920 | 921 | 922  | 923  | 924  |
| 925 | 926 | 927 | 928  | 929  | 930  |
| 931 | 932 | 933 | 934  | 935  | 936  |
| 937 | 938 | 939 | 940  | 941  | 942  |
| 943 | 944 | 945 | 946  | 947  | 948  |
| 949 | 950 | 951 | 952  | 953  | 954  |
| 955 | 956 | 957 | 958  | 959  | 960  |
| 961 | 962 | 963 | 964  | 965  | 966  |
| 967 | 968 | 969 | 970  | 971  | 972  |
| 973 | 974 | 975 | 976  | 977  | 978  |
| 979 | 980 | 981 | 982  | 983  | 984  |
| 985 | 986 | 987 | 988  | 989  | 990  |
| 991 | 992 | 993 | 994  | 995  | 996  |
| 997 | 998 | 999 | 1000 | 1001 | 1002 |

Continued on next page

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TABLE A.--Continued.

| Method                          | (24)<br>Civ Ldr | (1)<br>Ed | (5)<br>Univ | (4)<br>Gov't | (3)<br>Medical | (8)<br>Misc | (40)<br>Total |
|---------------------------------|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| <b>Servicewomen on radio/TV</b> |                 |           |             |              |                |             |               |
| 1st                             | 1               | ..        | ..          | ..           | ..             | ..          | 1             |
| 2nd                             | ..              | 1         | 1           | ..           | ..             | ..          | 2             |
| 3rd                             | ..              | ..        | 1           | ..           | ..             | ..          | 1             |
| 4th                             | 1               | ..        | ..          | ..           | ..             | 1           | 2             |
| 5th                             | ..              | ..        | ..          | ..           | ..             | 2           | 2             |
| Total                           | 2               | 1         | 2           | ..           | ..             | 3           | 8             |
| <b>College visits:</b>          |                 |           |             |              |                |             |               |
| 1st                             | ..              | ..        | ..          | ..           | ..             | ..          | ..            |
| 2nd                             | ..              | ..        | 3           | ..           | ..             | ..          | 3             |
| 3rd                             | ..              | ..        | ..          | ..           | ..             | ..          | ..            |
| 4th                             | ..              | ..        | ..          | ..           | ..             | ..          | ..            |
| 5th                             | ..              | ..        | ..          | ..           | 1              | 1           | 2             |
| Total                           | ..              | ..        | 3           | ..           | 1              | 1           | 5             |
| <b>High School visits:</b>      |                 |           |             |              |                |             |               |
| 1st                             | ..              | ..        | ..          | ..           | ..             | ..          | ..            |
| 2nd                             | 2               | 1         | ..          | ..           | ..             | ..          | 3             |
| 3rd                             | ..              | ..        | ..          | ..           | ..             | ..          | ..            |
| 4th                             | ..              | ..        | ..          | ..           | ..             | ..          | ..            |
| 5th                             | ..              | 1         | ..          | ..           | ..             | ..          | 1             |
| Total                           | 2               | 2         | ..          | ..           | ..             | ..          | 4             |





TABLE A.--Continued.

| Method  | (14)<br>City Dir | (15)<br>M. Univ | (5)<br>Gov't | (3)<br>Medical | (8)<br>Misc | (40)<br>Total |
|---|------------------|-----------------|--------------|----------------|-------------|---------------|
| <b>Exhibits:</b>  |                  |                 |              |                |             |               |
| 1st   | ..               | ..              | ..           | ..             | ..          | ..            |
| 2nd   | 1                | ..              | ..           | ..             | ..          | 1             |
| 3rd   | ..               | ..              | ..           | ..             | ..          | ..            |
| 4th   | ..               | 1               | 1            | ..             | ..          | 2             |
| 5th   | 1                | ..              | ..           | ..             | ..          | 1             |
| Total   | 2                | 1               | 1            | ..             | ..          | 4             |
| <b>Fashion Shows:</b>                                     |                  |                 |              |                |             |               |
| 1st   | ..               | ..              | ..           | ..             | ..          | ..            |
| 2nd   | ..               | ..              | ..           | ..             | 1           | 1             |
| 3rd   | ..               | ..              | ..           | ..             | ..          | ..            |
| 4th   | 2                | ..              | ..           | ..             | ..          | 2             |
| 5th   | ..               | ..              | 1            | ..             | ..          | 1             |
| Total   | 2                | ..              | 1            | ..             | 1           | 4             |
| <b>Speeches other subjects,<br/>mention servicewomen:</b> |                  |                 |              |                |             |               |
| 1st   | ..               | ..              | ..           | ..             | 1           | 1             |
| 2nd   | ..               | ..              | ..           | ..             | ..          | ..            |
| 3rd   | ..               | ..              | 1            | ..             | ..          | 2             |
| 4th   | ..               | ..              | ..           | ..             | ..          | ..            |
| 5th   | ..               | 1               | ..           | ..             | ..          | 1             |
| Total   | 1                | 1               | 1            | ..             | 1           | 4             |



TABLE A.--Continued.

| Method  | (14)<br>Civ Ldr | (5)<br>Ed | (5)<br>Univ | (4)<br>Gov't | (3)<br>Medical | (3)<br>Misc | (40)<br>Total |
|---|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| Talks to military groups and/or attending military functions: |                 |           |             |              |                |             |               |
| 1st   | ..              | ..        | ..          | ..           | ..             | ..          | ..            |
| 2nd   | 2               | ..        | ..          | ..           | ..             | 1           | 3             |
| 3rd   | ..              | ..        | ..          | ..           | ..             | ..          | ..            |
| 4th   | 1               | ..        | ..          | ..           | ..             | ..          | 1             |
| 5th   | ..              | ..        | ..          | ..           | ..             | ..          | ..            |
| Total   | 3               | ..        | ..          | ..           | ..             | 1           | 4             |

Letters to various influentials: received a 2nd and a 4th place vote by Civ Ldr, a 3rd by Gov't, for a total of 3 votes.

Panel presentations: received a 1st place vote by Ed, Univ, and Gov't for a total of 3 votes.

Having servicewomen at official functions received one 1st place (Misc) and one 2nd place (Gov't) for a total of 2 votes.

The following each received one 1st place vote, no others:

1. Publicity about individual servicewomen (Misc).
2. Visit of nurses to an Air Force base where an Operation Alert was staged. Well covered by local news media, film made by television station and presented to member for future use. (Civ Ldr).
3. "Tribute to Nurses" program, no further explanation given. (Univ).
4. Pictures of member with visiting servicewomen for use in local press (Misc).

The first part of the report discusses the general situation of the country and the progress of the work. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the plans for the future.

| No. |  | Description |     | Amount |     |
|-----|--|-------------|-----|--------|-----|
| 1   |  | ...         | ... | ...    | ... |
| 2   |  | ...         | ... | ...    | ... |
| 3   |  | ...         | ... | ...    | ... |
| 4   |  | ...         | ... | ...    | ... |
| 5   |  | ...         | ... | ...    | ... |
| 6   |  | ...         | ... | ...    | ... |
| 7   |  | ...         | ... | ...    | ... |
| 8   |  | ...         | ... | ...    | ... |
| 9   |  | ...         | ... | ...    | ... |
| 10  |  | ...         | ... | ...    | ... |
| 11  |  | ...         | ... | ...    | ... |
| 12  |  | ...         | ... | ...    | ... |
| 13  |  | ...         | ... | ...    | ... |
| 14  |  | ...         | ... | ...    | ... |
| 15  |  | ...         | ... | ...    | ... |
| 16  |  | ...         | ... | ...    | ... |
| 17  |  | ...         | ... | ...    | ... |
| 18  |  | ...         | ... | ...    | ... |
| 19  |  | ...         | ... | ...    | ... |
| 20  |  | ...         | ... | ...    | ... |
| 21  |  | ...         | ... | ...    | ... |
| 22  |  | ...         | ... | ...    | ... |
| 23  |  | ...         | ... | ...    | ... |
| 24  |  | ...         | ... | ...    | ... |
| 25  |  | ...         | ... | ...    | ... |
| 26  |  | ...         | ... | ...    | ... |
| 27  |  | ...         | ... | ...    | ... |
| 28  |  | ...         | ... | ...    | ... |
| 29  |  | ...         | ... | ...    | ... |
| 30  |  | ...         | ... | ...    | ... |
| 31  |  | ...         | ... | ...    | ... |
| 32  |  | ...         | ... | ...    | ... |
| 33  |  | ...         | ... | ...    | ... |
| 34  |  | ...         | ... | ...    | ... |
| 35  |  | ...         | ... | ...    | ... |
| 36  |  | ...         | ... | ...    | ... |
| 37  |  | ...         | ... | ...    | ... |
| 38  |  | ...         | ... | ...    | ... |
| 39  |  | ...         | ... | ...    | ... |
| 40  |  | ...         | ... | ...    | ... |
| 41  |  | ...         | ... | ...    | ... |
| 42  |  | ...         | ... | ...    | ... |
| 43  |  | ...         | ... | ...    | ... |
| 44  |  | ...         | ... | ...    | ... |
| 45  |  | ...         | ... | ...    | ... |
| 46  |  | ...         | ... | ...    | ... |
| 47  |  | ...         | ... | ...    | ... |
| 48  |  | ...         | ... | ...    | ... |
| 49  |  | ...         | ... | ...    | ... |
| 50  |  | ...         | ... | ...    | ... |
| 51  |  | ...         | ... | ...    | ... |
| 52  |  | ...         | ... | ...    | ... |
| 53  |  | ...         | ... | ...    | ... |
| 54  |  | ...         | ... | ...    | ... |
| 55  |  | ...         | ... | ...    | ... |
| 56  |  | ...         | ... | ...    | ... |
| 57  |  | ...         | ... | ...    | ... |
| 58  |  | ...         | ... | ...    | ... |
| 59  |  | ...         | ... | ...    | ... |
| 60  |  | ...         | ... | ...    | ... |
| 61  |  | ...         | ... | ...    | ... |
| 62  |  | ...         | ... | ...    | ... |
| 63  |  | ...         | ... | ...    | ... |
| 64  |  | ...         | ... | ...    | ... |
| 65  |  | ...         | ... | ...    | ... |
| 66  |  | ...         | ... | ...    | ... |
| 67  |  | ...         | ... | ...    | ... |
| 68  |  | ...         | ... | ...    | ... |
| 69  |  | ...         | ... | ...    | ... |
| 70  |  | ...         | ... | ...    | ... |
| 71  |  | ...         | ... | ...    | ... |
| 72  |  | ...         | ... | ...    | ... |
| 73  |  | ...         | ... | ...    | ... |
| 74  |  | ...         | ... | ...    | ... |
| 75  |  | ...         | ... | ...    | ... |
| 76  |  | ...         | ... | ...    | ... |
| 77  |  | ...         | ... | ...    | ... |
| 78  |  | ...         | ... | ...    | ... |
| 79  |  | ...         | ... | ...    | ... |
| 80  |  | ...         | ... | ...    | ... |
| 81  |  | ...         | ... | ...    | ... |
| 82  |  | ...         | ... | ...    | ... |
| 83  |  | ...         | ... | ...    | ... |
| 84  |  | ...         | ... | ...    | ... |
| 85  |  | ...         | ... | ...    | ... |
| 86  |  | ...         | ... | ...    | ... |
| 87  |  | ...         | ... | ...    | ... |
| 88  |  | ...         | ... | ...    | ... |
| 89  |  | ...         | ... | ...    | ... |
| 90  |  | ...         | ... | ...    | ... |
| 91  |  | ...         | ... | ...    | ... |
| 92  |  | ...         | ... | ...    | ... |
| 93  |  | ...         | ... | ...    | ... |
| 94  |  | ...         | ... | ...    | ... |
| 95  |  | ...         | ... | ...    | ... |
| 96  |  | ...         | ... | ...    | ... |
| 97  |  | ...         | ... | ...    | ... |
| 98  |  | ...         | ... | ...    | ... |
| 99  |  | ...         | ... | ...    | ... |
| 100 |  | ...         | ... | ...    | ... |

5. Study to encourage civilian nursing schools to grant credit to hospital corpsmen for their service training and experience. (Civ Ldr).

One 2nd place vote was given to a special Women in the Services week, where representatives of all services toured the state, had many speaking and social engagements, and mass media coverage. Week was partly sponsored by a civic organization. (Civ Ldr. Note: this was same civic leader who arranged for nurses to participate in Operation Alert, to which she gave her first place vote.)

One 3rd place vote went for a special three-day program on women in uniform (Civ Ldr).

One 3rd place vote went for having servicewomen on the reviewing stand at parades (Misc).

One 5th place vote was for distribution of printed materials (Civ Ldr).

Although 63 members filled out some sections of the questionnaire, only 40 attempted to answer this section assessing their methods. No method received a majority of votes. "Speeches to groups by members" received 8 first place and 5 second place votes, with a total vote of 19. The first and second place votes were approximately evenly divided between civic leaders and professional women. Five of the 14 civic leaders gave this either first or second place, and 8 of the 26 professional women. "Servicewomen at social functions" also received a total vote of 19, but fewer of



the votes were for first and second places, with 7 first and 1 second. "Articles in magazines and newspapers" had a total vote of 18, but a majority of the votes were for third and fifth places. "Face to face contacts" had a total of only 14, but the majority of the votes were for first or second place. "Getting servicewomen on club programs" with a total vote of only 11 had 6 votes for first and second places. No other methods received more than 5 combined first and second place votes.

**TABLE B.--Response to methods (Feedback)**

| Type   | (19)<br>Civ Ldr | (7)<br>Ed | (6)<br>Univ | (4)<br>Gov't | (6)<br>Medical | (6)<br>Misc | (48)<br>Total |
|--|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| Program requested from<br>someone who saw one                          | 15              | 6         | ..          | 3            | 4              | 5           | 33            |
| Program requested from<br>someone who heard about<br>one you presented | 11              | 5         | ..          | 3            | 1              | 4           | 24            |
| Letters, result of prog-<br>ram you presented                          | 10              | 5         | 1           | ..           | 2              | 2           | 20            |
| Letters, result radio/<br>TV program                                   | 8               | 4         | 3           | ..           | ..             | 2           | 17            |
| Telephone call, result<br>program presented                            | 14              | 4         | ..          | 2            | 3              | 2           | 25            |
| Calls from radio/TV show   | 11              | 5         | ..          | 2            | 3              | 3           | 24            |
| Calls, result of printed<br>materials                                  | 5               | 3         | ..          | 1            | 2              | ..          | 11            |
| Face-to-face comments<br>on program                                    | 12              | 5         | 3           | 2            | 5              | 4           | 31            |
| Comments, radio/TV show  | 10              | 5         | 3           | 2            | 2              | 2           | 24            |
| Comments, result of<br>printed material                                | 5               | 4         | 4           | 2            | 1              | 1           | 17            |
|  |                 |           |             |              |                |             | <u>226</u>    |

9.2.1

10.1.1

10.1.2

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10.1.6

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10.1.8

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10.1.22

10.1.23

10.1.24

10.1.25



TABLE B.--(combined form)

| Type             | (19)<br>Civ Ldr | (7)<br>Ed | (6)<br>Univ | (4)<br>Gov't | (6)<br>Medical | (6)<br>Misc | (48)<br>Total |
|------------------|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| Programs         | 62              | 25        | 4           | 10           | 15             | 17          | 133           |
| Radio/TV         | 29              | 14        | 6           | 4            | 5              | 7           | 65            |
| Printed material | 10              | 7         | 4           | 3            | 3              | 1           | 28            |
|                  |                 |           |             |              |                |             | <u>226</u>    |

Members received the greatest feedback on programs presented, due in part to the actual physical contact between the member and her audience. In view of the unseen audience aspect of the mass media, the feedback to this was good and in many cases opened the way for interpersonal contacts between the DACOWITS members and various opinion leaders. Few opinion leaders communicate new ideas to other members of the group merely because an idea is presented by the mass media; it is generally necessary that there be a more personal contact with someone who has prestige favoring the idea. If the DACOWITS member is from the same social and educational level as the opinion leader in question, she may be the determining influence. If she is more than two levels away from the opinion leader, it will probably be necessary for her to influence an intermediary. According to studies of both men and women, the individuals exerting influence on group opinion leaders are from the same stratum, or no more than one above. This may require that a member do face-to-face contacts with a number of lower level influentials in order for the desired results to work down to succeeding levels. Some members have

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1862. It is a very important document, as it contains the President's annual message to Congress. The letter is written in a formal, dignified style, and it is one of the most important documents in the history of the United States.

2. The second part of the document is a report from the Secretary of the Treasury, dated January 3, 1862. It is a very important document, as it contains the Secretary's annual report to Congress. The report is written in a formal, dignified style, and it is one of the most important documents in the history of the United States.

3. The third part of the document is a report from the Secretary of the Interior, dated January 3, 1862. It is a very important document, as it contains the Secretary's annual report to Congress. The report is written in a formal, dignified style, and it is one of the most important documents in the history of the United States.

4. The fourth part of the document is a report from the Secretary of the War, dated January 3, 1862. It is a very important document, as it contains the Secretary's annual report to Congress. The report is written in a formal, dignified style, and it is one of the most important documents in the history of the United States.

concentrated their efforts on school deans, on the theory that the dean would have better success than they in influencing the college students. In many cases the deans have reported that they worked through the women student leaders--members of Mortar Board, Associated Women Students, Pan Hellenic, etc.--to influence other students.

C. The final question of the questionnaire, another open-ended one, was designed to give the member a chance to reiterate what she felt was important, or to mention it for the first time if it had not appeared previously. As to whether or not the members felt that by their efforts they had been able to change anyone's opinion toward military service for women, 40 replied "yes", 14 "no", and the remainder did not answer either way. One member replied "no" but was placed in the "yes" category because her explanation made it obvious she felt she had effected changes in attitude; as she expressed it in part, "there was considerable less hostility and more interest after I had been on the Committee and did a lot of casual day in and day out talking about the women in the services."

Members were asked on what they based their answer. A number of the respondents based their replies on comments made to them by persons who, after hearing them or programs they presented, no longer had negative thoughts.

1. I think a number of men look more tolerantly on the subject of women in uniform.



2. You gave me an utterly different picture of women in the services.

3. A number of older and younger people have told me that my enthusiasm for and comments on military service for women had changed their opinion of it.

Some of the other reasons expressed by members for feeling they had accomplished an attitude change are quoted for information.

4. The efforts of many former DACOWITS members continue especially on the "person to person" basis and in the long term her influence may be more productive than during the three years on Committee.

5. I feel that many in certain circles had never been "exposed" to women in uniform and I was able to show servicewomen to these people and open a new vista of thought for them. A whole new world.

6. As an editor, I don't know what the results are. As a writer I keep in mind the highly favorable impressions made upon me during my term on the committee, also impressions gained of women in the services.

7. Also important is informing women in general that these career opportunities exist! Every little thing helps in this respect, and this is basic.

8. There is some evidence that (face to face approach to friends and acquaintances) made an impression, as I have had, and still have, friends refer to my membership on DACOWITS and ask me to tell about it at informal gatherings.

9. Her (WAC officer) presence and that of her successor did much to alter the subtle negativism of the community as she took her place naturally and graciously in the professional, social, and religious life of the community. Women in uniform are too isolated from civilian life for this change to come about naturally.

10. People are still inquiring about some of the girls that I entertained. Many minds were changed.

11. Some of our counselors hesitated to recommend a career in the services, but now they tell our students to consider such a career and use DACOWITS publications.

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12. After a panel at summer conference of teachers, there was a tremendous response to the servicewomen and a great interest in the opportunities offered to women in the armed services. To many it opened something new.

13. Since my membership on DACOWITS, we have some interest on the part of our own students.

14. Being neither a writer nor a performer, and having no professional connections, I found that nothing could equal the person-to-person approach. The results were always wonderful--because of the servicewomen!!

15. I cannot point to actual recruitments as a result, but I do know that my interest in women in the services sparked a similar interest in others.

16. After speaking to the men's civic/service groups they allowed their daughters to at least talk with recruiters. After two of the TV programs 5 women's groups requested talks by me. Afterwards they were full of intelligent questions. They certainly upgraded their ideas on women in the services. My best response has been from the age group of people who had unpleasant or biased ideas based on service people in World War II.

Although the attitude change may have been slight, and only on the part of a few persons, apparently some members of DACOWITS have at least received the impression that they succeeded in some attitude change. Others not quite so sure of the effect of members on the public felt that committee membership had affected the members.

17. If only the members received the "indoctrination", i.e. the knowledge of how good and worthwhile the work done by women in the services, I still think that the committee would be worthwhile.

18. When I became a member of DACOWITS I was passively interested in the military service as a career for women. It was not long, however, before I became an enthusiastic convert.

19. I guess once a DACOWITS one can never give up working for women in the services





This affirmative report by 40 of the members, based in most cases on feedback, indicates that the use of opinion leaders by the Department of Defense is serving, not only to inform the general public about women in the services but also to help counter negative attitudes toward them.

There is a great deal of interest in the  
question of the future of the  
Government of the United States  
and the people of the United States  
are very anxious to know what  
will be the result of the  
election of 1900.

## VI. CONCLUSIONS

The Defense Advisory Committee on Women in the Services has now been in existence over a decade, and has been performing the same general functions since 1954. Each member has had the assignment of informing the general public of the role of and need for women in the services. Each has approached it differently, depending on her own spheres of influence and her understanding of how the attitude of the public is influenced. Based on questionnaire returns, the two methods used most frequently and which the members gave the highest effectiveness ratings were: (1) members talking to groups about women in the services, and (2) members having servicewomen attend social functions where there were also civilians present.

The opinion leadership exercised by the Committee is a combination of vertical and horizontal leadership. The members represent varying levels in society, even though all are women with influence. The civic leader who serves on civic boards, holds trusteeships, and raises money for the symphony has quite different contacts from the woman who is guidance counselor in a metropolitan high school and holds offices in professional organizations, or the woman who is director of women's activities for a television station. This heterogeneity of membership

1. The first part of the report deals with the general situation of the country and the progress of the work during the year. It is divided into two main sections: the first section deals with the general situation of the country and the progress of the work during the year, and the second section deals with the specific work done during the year.

2. The second part of the report deals with the specific work done during the year. It is divided into three main sections: the first section deals with the work done in the field, the second section deals with the work done in the laboratory, and the third section deals with the work done in the office.

3. The third part of the report deals with the results of the work done during the year. It is divided into three main sections: the first section deals with the results of the work done in the field, the second section deals with the results of the work done in the laboratory, and the third section deals with the results of the work done in the office.

4. The fourth part of the report deals with the conclusions drawn from the work done during the year. It is divided into three main sections: the first section deals with the conclusions drawn from the work done in the field, the second section deals with the conclusions drawn from the work done in the laboratory, and the third section deals with the conclusions drawn from the work done in the office.

5. The fifth part of the report deals with the recommendations made for the future work. It is divided into three main sections: the first section deals with the recommendations made for the work done in the field, the second section deals with the recommendations made for the work done in the laboratory, and the third section deals with the recommendations made for the work done in the office.

increases the levels of horizontal leadership. And horizontal leadership works not only on the same level, but on one and occasionally two levels above and below that of the opinion leader. On these levels the DACOWITS members seek out the cosmopolites, i.e., persons who pay attention to outside information on women in the services available to more people. Vertical leadership is inherent in the composition of the Committee. Those are members who are expected to be prestigious figures who can transfer their prestige to military service as a career field for women.

The use of organizations to inform the public of the role of women in the services means that persons in the lower classes probably will not be reached, as they participate in few voluntary organizations.<sup>1</sup> The Committee depends on the mass media for reaching them, but as revealed in the 1955 Gallup Poll, discussed in Chapter III, persons in the lower classes have a more favorable opinion toward the military services as an occupation than do others. The major shortage of women applicants has been for officer commissions. Since a college degree is a prerequisite, most of the prospective officer applicants are from the middle, upper middle and lower upper classes, where there appears to be the least understanding of the assignments and responsibilities

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<sup>1</sup>Berelson and Steiner, p. 486.



of military officers. People in these classes do belong to organizations.

It has been suggested that an information saturation campaign would solve this problem of misunderstanding. Past experience does not support this. In 1947 several organizations conducted an extensive six-months mass communications campaign in Cincinnati, presenting information about the United Nations and world affairs. The various communications facilities of the city were used extensively during the period--newspapers, radio, pamphlets, signs, posters, speeches, and meetings. The National Opinion Research Center of the University of Chicago evaluated the campaign on a before-after basis. There was no significant influence on the public's knowledge, interest, opinions, or behavior concerning the United Nations or world affairs. For example, before the campaign 30 percent of the adults in Cincinnati apparently were unfamiliar with the main purpose of the United Nations, or even realized its concern with keeping the peace. After the campaign this figure was 28 percent--a gain of only 2 percent.<sup>1</sup> Similar results have been obtained in other campaigns. People pay attention to that information in which they are already interested, and which agrees with their previously formed opinion.

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<sup>1</sup>Charles R. Wright, Mass Communication (New York: Random House, 1959), p. 101-102.

1. The first part of the report deals with the general situation of the country and the progress of the work during the year. It is divided into two main sections: the first section deals with the general situation of the country and the progress of the work during the year, and the second section deals with the specific work done during the year.

2. The second part of the report deals with the specific work done during the year. It is divided into three main sections: the first section deals with the work done in the field, the second section deals with the work done in the laboratory, and the third section deals with the work done in the office.

3. The third part of the report deals with the results of the work done during the year. It is divided into three main sections: the first section deals with the results of the field work, the second section deals with the results of the laboratory work, and the third section deals with the results of the office work.

4. The fourth part of the report deals with the conclusions drawn from the work done during the year. It is divided into three main sections: the first section deals with the conclusions drawn from the field work, the second section deals with the conclusions drawn from the laboratory work, and the third section deals with the conclusions drawn from the office work.

5. The fifth part of the report deals with the recommendations made for the future work. It is divided into three main sections: the first section deals with the recommendations made for the field work, the second section deals with the recommendations made for the laboratory work, and the third section deals with the recommendations made for the office work.



The members who are least effective or put forth minimum effort in the assignment of influencing the public result in part from the selection procedures. The Assistant Secretary of Defense (Manpower) writes a letter to the Service Secretaries inviting them to submit nominations, but other than listing states from which nominations are desired, he does not provide guidelines for selecting nominees. The varying chains of command of the Service Secretaries and their wide dissemination of requests for nomination would make detailed advice impractical, but there could be a few guidelines in the letter. These might include such guidelines as: (1) members are expected to devote time and thought to the problems of women in the services, so nominations should be limited to those who will contribute; (2) nominations should not be used just as a reward for past services; and (3) a nominee should be a person who is influential in her own right, not just the wife or other relative of an influential person.

Selection procedures would be further improved if those making the final selections had more information on the nominees, to allow for fine discrimination. The information form presently used would be more helpful if it required the person making the nomination to express his opinion as to why the nominee would be a good member of DACOWITS.

With improved selection procedures this Committee should be even more effective. There should be fewer members who either

[illegible]

The following information was obtained from the records of the Bureau of Prisons:

[REDACTED]

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accept membership without fulfilling the responsibility it carries, or who resign for inability to fulfill that responsibility. Since most members interviewed agreed that the first year of membership is spent learning and setting up contacts, and it is only in the second and third years that they are really effective, a faster membership turnover brought about by resignations reduces the effectiveness of the Committee.

Women who are invited to serve on DACOWITS should know that they will be expected to devote thought and time to the problems facing the Committee, more than that consumed by the semi-annual meetings. The invitation to membership is signed by the Secretary of Defense, and his staff has instructed the Secretariat of DACOWITS (where the letter of invitation is prepared) that the letter shall not exceed one page in length. This naturally limits the amount of information, and some members receive varying impressions as to what all will be involved in committee membership. Some notice that the letter mentions "advising the Department of Defense" and "semi-annual meetings in Washington" and this, linked with the word "Advisory" in the name, leads them to the conclusion that most of the work of the Committee takes place during the semi-annual meetings. "Inform the general public of the role of women in the services" fails to register with some as involving additional time and effort. Some members who resigned from the Committee expressed privately that they could not devote sufficient time;

1. The first part of the report discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the report describes the various methods used to collect and analyze data. It includes a detailed explanation of the sampling process and the statistical techniques employed to interpret the results.

3. The third part of the report presents the findings of the study. It shows that there is a significant correlation between the variables being studied, and it provides evidence to support the conclusions drawn from the data.

4. The fourth part of the report discusses the implications of the findings for policy-making and for future research. It suggests that the results of this study could be used to inform decisions about how to improve the financial system and to guide further investigations into related issues.

5. The final part of the report is a conclusion that summarizes the main points of the study and reiterates the importance of the findings. It also includes a list of references to the sources of information used in the report.

one nominee expressed it in writing:

I had looked forward to working with the Committee and with you, but I simply do not have time to contribute what I should. I do think those who are asked to accept appointment should be given a full explanation of what is expected of committee members. Had I known how much time would be involved, I would never (have) accepted.

The Secretariat has produced a Fact Sheet about the Committee, which is given in quantity to members to use in explaining the Committee to the mass media, organizations, etc. This Fact Sheet could be enclosed with the Secretary's letter of invitation. The nominee would then have a better understanding on which to base her acceptance or rejection.

Attitude formation and change is not a one-time thing, but requires continued attention and care. Like a garden, you cannot simply plant the seed, ignore it, and expect an abundance of beautiful blooms. Each member can accomplish only a limited amount during her three year tour of duty, but the work she does, the contacts she makes, should not be lost. Each member, soon after her appointment to the Committee, should be given the names and addresses of all former members in her geographical area and, when applicable, her profession. She should be encouraged to get in touch with them and learn of their activities while on the Committee. Former members should be notified of a new member's appointment and requested to get in touch with her. In interviews with current and former members, they emphasized the need for personal contact of this type. They felt that all appropriate



former members should be notified, not just those recently retired from the Committee.

As seen in the returns on the questionnaires and in the files of the Secretariat, the primary audience of the programs and informational materials of the Committee has been women's groups. A group that has been almost completely neglected is that of children below the high school level. Although Committee members and military women alike agree that one of their major problems is to increase public knowledge of the role of women in the services, none of the Committee-produced literature has been geared to the young audience.

One member wrote to the leading figure of a television program designed for the pre-school child, recommending the inclusion of information about servicewomen in his program, but received no reply. There is no evidence of other attempts to reach children this young. On another level, a member wrote to the author of popular books for pre-teen girls, suggesting that she use a servicewoman as a heroine, but that author replied that she was no longer writing. The Committee once recommended the production of dolls or marionettes dressed like servicewomen, and a member obtained a tentative commitment from a firm to produce some for commercial sale, but this idea was not favorably received by the Office of Assistant Secretary of Defense (Public Affairs).

In view of the evidence that children begin forming their ideas, prejudices and stereotypes at an early age, the Committee

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should take a more active interest in insuring that children have accurate information on which to form their opinions.

By the time the child finishes high school, his basic orientation toward life and the world about him is fairly well fixed. His stereotypes have become more detailed, complex, and often more rigid. His behavior is less variable and more difficult to influence significantly. His attitudes have some consistency, and are based on substantial previous experience, whether selective perception or relatively unbiased learning from reality. He is well on the way to becoming either a democratically inclined, relatively rational, analytical, perceptive individual, or an authoritarian, conformist anti-internationalist, or a blend of these and other characteristics. The opinion of an individual at this age level may still be altered, but usually more effort is required to overcome his preconceived notions than at an earlier age.<sup>1</sup>

Children receive some information from their family and peer groups, but they can also be reached by the mass media. When considering the television medium for school age children, people tend to think first of the children's shows, but these are not the shows with the largest pre-teen audiences. According to a survey of Chicago school children of their favorite 1963 television programs, the majority of those listed were ones usually considered adult. The favorite television programs were:

| <u>Grades 2 and 3</u>       | <u>Grades 4 through 6</u>    |
|-----------------------------|------------------------------|
| 1. Lucy Show                | 1. Beverly Hillbillies       |
| 2. Family Classics (movies) | 2. Lucy Show                 |
| 3. Combat                   | 3. Dick Van Dyke Show        |
| 4. Beverly Hillbillies      | 4. Combat                    |
| 5. Zim Bomba (adventure)    | 5. Family Classics           |
| 6. Three Stooges            | 6. Ben Casey                 |
| 7. Red Skelton Show         | 7. Red Skelton Show          |
| 8. Jetsons                  | 8. Bonanza                   |
| 9. Gallant Men              | 9. Twilight Zone             |
| 10. Lassie                  | 10. Dr. Kildare <sup>2</sup> |

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<sup>1</sup>Alfred O. Hare, Americans in World Affairs (Boston: World Peace Foundations, 1959, p. 20.

<sup>2</sup>Paul A. Witty, et. al. "A Summary of Yearly Studies of Televiewing, 1949-1963," Elementary English, (Oct. 1963), p. 590.

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As popular as the "Lucy Show" is with children, it may be that when "Lucy" and "Viv" refer to their days in the WAVES, or put on their Navy uniforms, they do more to implant the idea of women being in the services than could any of the children's programs. Also, over 50 percent of the children reported that they read books associated with television programs. If the Navy could get the writers of the "Lucy Show" to write books for children on Lucy's adventures with the Navy, it would help entrench the idea.

One point that must be considered by any persons preparing materials or speeches about women in the services is that this should not be emphasized as a lifetime career. In our society, girls are discouraged from taking an interest in any kind of work which might take precedence over the desire to have a family.<sup>1</sup> Since the services do not permit a woman to remain in service once she becomes a mother, depicting service career as a lifetime job would go against the ideal. Analyses of the mass media show that every single girl in the media world has a driving ambition to achieve a happy marriage. Her energies may be presently diverted by her career, but it is clear that when the right man comes along, she will happily quit her work and settle down.<sup>2</sup>

Social scientists agree that women are strongly influenced by men in their decisions, and this includes the careers they

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<sup>1</sup>Margaret Mead, "Introduction." American Women: The Changing Image, ed. Beverly Benner Cassara (Boston: Beacon Press, 1962), p. xii.

<sup>2</sup>Robert C. O'Hare, Media for the Millions (New York: Random House, 1961), p. 274.



consider. Dr. Sarah Gibson Blanding, President of Vassar College, wrote in a letter to the author dated June 9, 1964:

It is certainly true that the attitudes of men frequently influence young women in their choice of career. Many young women--in line with Betty Frieden's Feminine Mystique--are reluctant to enter a career which in the eyes of men will make them seem to be unfeminine. Certainly it is important to try to modify the attitude of men towards women entering the armed services.

For several years there was a Committee recommendation that a booklet be designed for the male audience, but this was dropped when there was a budget cut. Several times during Washington meetings some members have mentioned the need to get fathers and boy friends in favor of women in the armed forces, but these suggestions did not receive Committee approval, usually because of budget limitations. More attention should be given to the male audience.

Influencing the attitudes of men will require more than just presenting programs about the role of servicewomen. Men may listen to women and accept their advice in socially-approved areas of women's influence such as fashion or marketing, but they do not consider women authorities in most areas, such as the defense of our country.

Virtually no men go to women for advice on (world affairs) and women seldom have any opportunity of offering advice to them. The woman who can influence opinion on world affairs is therefore rare indeed, even among the more sophisticated reaches of most communities, an especially pertinent observation when



one considers that many world affairs projects attract primarily women rather than men as members.<sup>1</sup>

Not only do men go to men for their advice in most areas and accept their opinions in preference to women's, women also prefer men for their mentors. Consideration should be given not only to paying more attention to the male audience, but also to having the membership of the Committee composed of both men and women. This would add weight to the suggestions made by the Committee to the Department of Defense. There have been instances where the Committee has met with a notable lack of success in carrying out Function B of Department of Defense Directive 5120.14, to advise the Department. Since the major decisions in the Department are made almost completely by men, the proposals of the Committee might be better accepted if the Committee were composed in part of men. As an example, the Committee tried for years to have removed the legislative restrictions on the promotion of women to the higher ranks. The recommendation usually obtained approval from the Assistant Secretary of Defense (Manpower), but would lose with the group that prepared the personnel legislation for presentation to Congress. Finally, a DACOWITS member who was also on the Federal Employment Subcommittee of the President's Commission on the Status of Women presented the problem to that blue-ribbon commission. They studied the topic and recommended, directly to the Secretary of Defense, that the legislative restrictions be removed

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<sup>1</sup>Hero, Opinion Leaders, p. 41.





from the proposed personnel legislation then being prepared for submission to Congress. This was done. The necessity of going through another, outside body to accomplish a function specifically ascribed to the Committee would indicate a lack of direction, purpose, or true effectiveness on the part of DACOWITS.

In recent years the advisory function of the Committee has had decreased amounts of time devoted to it. This can be credited to several reasons: with the passing of time women have become more integrated into the armed forces; some of the recommendations made by DACOWITS have been acted on by the Department of Defense, removing them from the need for further consideration; and the services prefer to keep their problems within their own service. The Directors of the women in the services have shown great reluctance to have the members exercise their advisory function. They want the members to help with the general public, not to become involved in the internal workings of their services. The Directors appear to have ambivalent feelings--they do not want the members to involve themselves in what they consider internal affairs, but they do desire full membership assistance on problems which they deem of vital importance but which they have been unable to resolve within the areas of operation open to them.

This disinclination of the Directors to have members investigate and advise on internal areas is both discouraging and upsetting to the members, who feel that their advisory function is the one of primary importance. "There's a price to be paid

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1862. It is a very important document, as it contains the President's views on the state of the Union and the progress of the war. The President discusses the military situation, the financial state of the country, and the political climate. He also mentions the recent amendments to the Constitution and the progress of the Reconstruction process.

2. The second part of the document is a report from the Secretary of the War Department, dated January 10, 1862. It provides a detailed account of the military operations during the year. The report includes information about the number of troops, the equipment, and the results of the battles. It also discusses the logistical challenges faced by the army and the measures taken to overcome them.

3. The third part of the document is a report from the Secretary of the Navy, dated January 15, 1862. It provides a detailed account of the naval operations during the year. The report includes information about the number of ships, the crew, and the results of the engagements. It also discusses the logistical challenges faced by the navy and the measures taken to overcome them.

4. The fourth part of the document is a report from the Secretary of the Treasury, dated January 20, 1862. It provides a detailed account of the financial operations during the year. The report includes information about the revenue, the expenditures, and the state of the public debt. It also discusses the measures taken to manage the finances of the government.

5. The fifth part of the document is a report from the Secretary of the Interior, dated January 25, 1862. It provides a detailed account of the operations of the Department of the Interior during the year. The report includes information about the land management, the mineral resources, and the progress of the Reconstruction process. It also discusses the measures taken to improve the administration of the department.

6. The sixth part of the document is a report from the Secretary of the War Department, dated February 1, 1862. It provides a detailed account of the military operations during the year. The report includes information about the number of troops, the equipment, and the results of the battles. It also discusses the logistical challenges faced by the army and the measures taken to overcome them.

7. The seventh part of the document is a report from the Secretary of the Navy, dated February 5, 1862. It provides a detailed account of the naval operations during the year. The report includes information about the number of ships, the crew, and the results of the engagements. It also discusses the logistical challenges faced by the navy and the measures taken to overcome them.

8. The eighth part of the document is a report from the Secretary of the Treasury, dated February 10, 1862. It provides a detailed account of the financial operations during the year. The report includes information about the revenue, the expenditures, and the state of the public debt. It also discusses the measures taken to manage the finances of the government.

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10. The tenth part of the document is a report from the Secretary of the War Department, dated February 20, 1862. It provides a detailed account of the military operations during the year. The report includes information about the number of troops, the equipment, and the results of the battles. It also discusses the logistical challenges faced by the army and the measures taken to overcome them.

in using (advisory) committees. Their advice must be given earnest consideration or else the gesture will backfire. No one likes to serve as a show-window mannequin."<sup>1</sup> This thought has been expressed informally by members.

In line with their advisory function, some members have conducted studies expressly for the services, in areas of their particular expertise. The services have not always made use of these studies. In some cases the results of studies were forwarded to the services by the Secretariat, with no follow-up made to see what was done with them. Some studies were stopped in the Secretariat by a request from one or more services that the study not be disseminated. Occasionally members have put in a great deal of time and effort in one particular area, such as housing for bachelor personnel, but with inconclusive results, often due to lack of direction or coordination.

The curtailment of the Committee's advisory function is an area that needs much attention from the Department of Defense. It is currently justified by the wording of the Directive which states in part: "Advise the Assistant Secretary of Defense (Manpower) and the military departments, as requested, on matters relating to the women in the services." The parenthetical expression "as requested" is the brake on the advisory function. If high caliber members are to be retained on the Committee, The Secretariat and Directors should exercise great discretion and tact

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<sup>1</sup>Cutlip and Center, p. 103.

1. The first part of the report discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. This section also outlines the various methods used to collect and analyze data, ensuring that the information is reliable and valid.

2. The second part of the report provides a detailed overview of the current financial status of the organization. It includes a breakdown of the budget, highlighting areas where costs have been reduced and where additional funding is required. The report also discusses the impact of recent market fluctuations on the organization's revenue and expenses.

3. The third part of the report focuses on the implementation of new initiatives and projects. It describes the progress made in each area, including the completion of key milestones and the challenges encountered. The report also provides a timeline for the remaining tasks and a plan for how they will be addressed.

4. The fourth part of the report discusses the overall performance of the organization over the past year. It compares the actual results with the targets set at the beginning of the year, highlighting areas of success and areas for improvement. The report also includes a list of recommendations for future actions, based on the findings of the analysis.

5. The final part of the report provides a summary of the key findings and conclusions. It reiterates the importance of maintaining accurate records and the need for continued monitoring and evaluation. The report also expresses confidence in the organization's ability to achieve its goals and objectives in the coming year.

in discouraging the investigative and advisory function of the Committee. If this function is to be mitigated, it should be downgraded in importance in the wording of the Secretary's letter inviting nominees to become members. They should not be given the impression that the main purpose of the Committee is to advise the Department of Defense.

Now that over a decade has passed since the establishment of the Defense Advisory Committee on Women in the Services, it is time for the Committee to decide if it should continue in the same direction, or if changes are desirable. When Alice in Wonderland asked the Cheshire Cat which way she ought to go, the cat replied that it depended a great deal on where she wanted to get. Thus it is with an advisory committee.

At the time DACOWITS was organized, women had been an integral part of the armed forces only a few years, and were still working to be accepted and to achieve opportunities for full expression of their abilities. The Committee has helped, both within the armed forces and with the general public. With the passing of years women have become well integrated within the armed forces, and have few problems remaining that apply only to women. Additionally, servicewomen definitely prefer to be an integral part of the armed forces, not a separate corps or auxiliary. The mere existence of an advisory committee on women in the services helps both the public and the services to think of women as a separate component.



In view of the above points and the possibility of the armed forces becoming completely volunteer organizations--due to the study aimed at eventually eliminating the draft and to the increasing use of automation which should reduce the size of the services--the Committee should examine the possibility of expanding its scope to include all military personnel. Studies have shown that the public does not know the role of most personnel in the armed forces, still tend to think in terms of the man in the fox-hole, instead of a person operating complex machinery, firing lethal weapons at unseen targets. The experience of the Committee in informing the general public of the role of women in the services could be most helpful in informing the public of the role of personnel in the services. If reorganized, however, the Committee should retain as a specific function their concern about women in the armed forces. As long as women are limited to no more than 2 percent of the total strength of the armed forces, truly fitting the definition of a minority, they will need a voice.

The existence of the Defense Advisory Committee on Women in the Services can perform a function not specifically assigned to them, but vital in our culture. They can keep the officials of the armed forces, particularly in areas affecting women, from becoming insulated from the true public. The health of a democratic society may be measured in terms of the quality of services rendered by citizens who act in "obedience to the unenforceable."<sup>1</sup>

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<sup>1</sup>Eduard C. Lindeman, "The Volunteer," Leadership in Voluntary Enterprise, ed. Charles W. Merrifield (New York: Oceana Publications, 1961), p. 77.





## APPENDIX A

### QUESTIONNAIRE

I am writing to you to ask you to fill out a questionnaire which will help me to learn more about you and your work. The questionnaire is attached to this letter. It is a simple form and should take about 10 minutes to fill out. I am sure that you will find it interesting and that it will be of great help to me. I am sure that you will find it interesting and that it will be of great help to me. I am sure that you will find it interesting and that it will be of great help to me.

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OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE  
WASHINGTON 25, D.C.

9 March 1964

MANPOWER

LCDR Alice V. Bradford, USN  
59 St. Paul St., Apt. 3  
Brookline, Mass. 02146

Dear Miss Bradford:

We are delighted with plans for your thesis. Since first learning of your intention to make a study on the Defense Advisory Committee on Women in the Services, we have been most interested in the approach you might take. Now that we have reviewed your prospectus, may we say it is an excellent piece of work. Clear, concise and logically developed, it is indicative of the usual thorough treatment you have given past projects, as evidenced by your work on the Secretariat staff. An analysis of the methods used in informing the general public on the service woman's role should be of great value to the Department of Defense in future utilization and policy direction of the Committee.

We wish you every success in the further pursuit of this project. If we can be of assistance in arranging interviews or supplying you with background information, please let us know.

Be assured that your project has our full endorsement.

Very sincerely,

A handwritten signature in cursive script, reading "Beatrice M. Truitt", is written over the typed name.

BEATRICE M. TRUITT  
Commander, USN

Executive Secretary to the Defense  
Advisory Committee on Women in the Services







(For each article, indicate only article written by you, at your suggestion, or placed by you)

|   | daily newspaper | Sunday newspaper | professional periodical | organizational periodical | general circulation magazine | college bulletin | other (specify) |
|---|-----------------|------------------|-------------------------|---------------------------|------------------------------|------------------|-----------------|
| 1. general articles about women in the services                         |                 |                  |                         |                           |                              |                  |                 |
| 2. articles about specific servicewomen                                 |                 |                  |                         |                           |                              |                  |                 |
| 3. articles about you and DACOWITS                                      |                 |                  |                         |                           |                              |                  |                 |
| 4. articles about other subjects which mention your DACOWITS membership |                 |                  |                         |                           |                              |                  |                 |

C. Visits as a representative of DACOWITS (other than in connection with semi-annual DACOWITS meetings.) Indicate number of times for each item.

- \_\_\_\_\_ 1. to military installations
- \_\_\_\_\_ 2. to high schools
- \_\_\_\_\_ 3. to colleges/universities
- \_\_\_\_\_ 4. to schools of nursing
- \_\_\_\_\_ 5. to schools of occupational therapy
- \_\_\_\_\_ 6. to schools of physical therapy
- \_\_\_\_\_ 7. to schools of dietetics
- \_\_\_\_\_ 8. to hospitals
- \_\_\_\_\_ 9. to radio/television stations
- \_\_\_\_\_ 10. to newspaper offices
- \_\_\_\_\_ 11. to organization offices
- \_\_\_\_\_ 12. other (specify)





1. The first part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$ . It is shown that  $f(x)$  is a constant function.

2. In the second part, we consider the function  $g(x)$  defined by the equation  $g(x) = \int_0^x g(t) dt$ . It is shown that  $g(x)$  is a constant function.

3. The third part of the paper is devoted to the study of the properties of the function  $h(x)$  defined by the equation  $h(x) = \int_0^x h(t) dt$ . It is shown that  $h(x)$  is a constant function.

4. In the fourth part, we consider the function  $k(x)$  defined by the equation  $k(x) = \int_0^x k(t) dt$ . It is shown that  $k(x)$  is a constant function.

5. The fifth part of the paper is devoted to the study of the properties of the function  $l(x)$  defined by the equation  $l(x) = \int_0^x l(t) dt$ . It is shown that  $l(x)$  is a constant function.

6. In the sixth part, we consider the function  $m(x)$  defined by the equation  $m(x) = \int_0^x m(t) dt$ . It is shown that  $m(x)$  is a constant function.

7. The seventh part of the paper is devoted to the study of the properties of the function  $n(x)$  defined by the equation  $n(x) = \int_0^x n(t) dt$ . It is shown that  $n(x)$  is a constant function.

8. In the eighth part, we consider the function  $o(x)$  defined by the equation  $o(x) = \int_0^x o(t) dt$ . It is shown that  $o(x)$  is a constant function.

9. The ninth part of the paper is devoted to the study of the properties of the function  $p(x)$  defined by the equation  $p(x) = \int_0^x p(t) dt$ . It is shown that  $p(x)$  is a constant function.

10. In the tenth part, we consider the function  $q(x)$  defined by the equation  $q(x) = \int_0^x q(t) dt$ . It is shown that  $q(x)$  is a constant function.

11. The eleventh part of the paper is devoted to the study of the properties of the function  $r(x)$  defined by the equation  $r(x) = \int_0^x r(t) dt$ . It is shown that  $r(x)$  is a constant function.

12. In the twelfth part, we consider the function  $s(x)$  defined by the equation  $s(x) = \int_0^x s(t) dt$ . It is shown that  $s(x)$  is a constant function.

13. The thirteenth part of the paper is devoted to the study of the properties of the function  $t(x)$  defined by the equation  $t(x) = \int_0^x t(t) dt$ . It is shown that  $t(x)$  is a constant function.

14. In the fourteenth part, we consider the function  $u(x)$  defined by the equation  $u(x) = \int_0^x u(t) dt$ . It is shown that  $u(x)$  is a constant function.

15. The fifteenth part of the paper is devoted to the study of the properties of the function  $v(x)$  defined by the equation  $v(x) = \int_0^x v(t) dt$ . It is shown that  $v(x)$  is a constant function.

16. In the sixteenth part, we consider the function  $w(x)$  defined by the equation  $w(x) = \int_0^x w(t) dt$ . It is shown that  $w(x)$  is a constant function.

17. The seventeenth part of the paper is devoted to the study of the properties of the function  $x(x)$  defined by the equation  $x(x) = \int_0^x x(t) dt$ . It is shown that  $x(x)$  is a constant function.

18. In the eighteenth part, we consider the function  $y(x)$  defined by the equation  $y(x) = \int_0^x y(t) dt$ . It is shown that  $y(x)$  is a constant function.

19. The nineteenth part of the paper is devoted to the study of the properties of the function  $z(x)$  defined by the equation  $z(x) = \int_0^x z(t) dt$ . It is shown that  $z(x)$  is a constant function.

20. In the twentieth part, we consider the function  $a(x)$  defined by the equation  $a(x) = \int_0^x a(t) dt$ . It is shown that  $a(x)$  is a constant function.

21. The twenty-first part of the paper is devoted to the study of the properties of the function  $b(x)$  defined by the equation  $b(x) = \int_0^x b(t) dt$ . It is shown that  $b(x)$  is a constant function.

22. In the twenty-second part, we consider the function  $c(x)$  defined by the equation  $c(x) = \int_0^x c(t) dt$ . It is shown that  $c(x)$  is a constant function.

23. The twenty-third part of the paper is devoted to the study of the properties of the function  $d(x)$  defined by the equation  $d(x) = \int_0^x d(t) dt$ . It is shown that  $d(x)$  is a constant function.

24. In the twenty-fourth part, we consider the function  $e(x)$  defined by the equation  $e(x) = \int_0^x e(t) dt$ . It is shown that  $e(x)$  is a constant function.

25. The twenty-fifth part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$ . It is shown that  $f(x)$  is a constant function.

26. In the twenty-sixth part, we consider the function  $g(x)$  defined by the equation  $g(x) = \int_0^x g(t) dt$ . It is shown that  $g(x)$  is a constant function.

27. The twenty-seventh part of the paper is devoted to the study of the properties of the function  $h(x)$  defined by the equation  $h(x) = \int_0^x h(t) dt$ . It is shown that  $h(x)$  is a constant function.

28. In the twenty-eighth part, we consider the function  $i(x)$  defined by the equation  $i(x) = \int_0^x i(t) dt$ . It is shown that  $i(x)$  is a constant function.

29. The twenty-ninth part of the paper is devoted to the study of the properties of the function  $j(x)$  defined by the equation  $j(x) = \int_0^x j(t) dt$ . It is shown that  $j(x)$  is a constant function.

30. In the thirtieth part, we consider the function  $k(x)$  defined by the equation  $k(x) = \int_0^x k(t) dt$ . It is shown that  $k(x)$  is a constant function.



2. For each item, indicate the percentage of women available to you who responded to your inquiry.

1. \_\_\_\_\_ 1. Radio/TV appearances from women who were not previously interviewed.
2. \_\_\_\_\_ 2. Radio/TV appearances from women who were interviewed and who were interviewed and interviewed.
3. \_\_\_\_\_ 3. Radio/TV appearances from women who were interviewed and interviewed.
4. \_\_\_\_\_ 4. Radio/TV appearances from women who were interviewed and interviewed.
5. \_\_\_\_\_ 5. Radio/TV appearances from women who were interviewed and interviewed.
6. \_\_\_\_\_ 6. Radio/TV appearances from women who were interviewed and interviewed.
7. \_\_\_\_\_ 7. Radio/TV appearances from women who were interviewed and interviewed.
8. \_\_\_\_\_ 8. Radio/TV appearances from women who were interviewed and interviewed.
9. \_\_\_\_\_ 9. Radio/TV appearances from women who were interviewed and interviewed.
10. \_\_\_\_\_ 10. Radio/TV appearances from women who were interviewed and interviewed.
11. \_\_\_\_\_ 11. Radio/TV appearances from women who were interviewed and interviewed.
12. \_\_\_\_\_ 12. Other (specify):

C. Can you say with any degree of assurance that anyone other than the highest and best military service for women as a part of your efforts? \_\_\_\_\_. If yes, on what do you base your answer? (See back of page if necessary)



## APPENDIX B

### QUESTIONNAIRE POPULATION

- |   |  |
|---|--|
| <p>X 1. Mrs. Floyd A. Abbott<br/>Salt Lake City, Utah</p> <p>X 2. Miss Bertha Adkins<br/>Middleburg, Va.</p> <p>X 3. Mrs. Francis M. Bain<br/>Denver, Colorado</p> <p>X 4. Mrs. Glenn Balch<br/>Boise, Idaho</p> <p>X 5. Mrs. Hazel K. Barger<br/>Roanoke, Virginia</p> <p>X 6. Mrs. Marcella Beatty<br/>Washington, D. C.</p> <p>X 7. Miss Dorothy Bell<br/>Bradford, Mass.</p> <p>8. Mrs. Milton Berle<br/>Beverly Hills, Calif.</p> <p>9. Mrs. A.<sup>J</sup> L. Drexel Biddle<br/>Gladwyne, Pennsylvania</p> <p>X 10. Mrs. Betsy T. Blackwell<br/>New York, New York</p> <p>X 11. Miss Sarah G. Blanding<br/>Poughkeepsie, New York</p> <p>12. Mrs. Eva Bowring<br/>Merriman, Nebraska</p> <p>13. Mrs. Francis Boyer<br/>Ardmore, Pennsylvania</p> <p>X 14. Mrs. Dorothy V. N. Brooke<br/>Arcadia, Michigan</p> | <p>X 15. Mrs. R. Max Brooks<br/>Austin, Texas</p> <p>X 16. Dr. Helen L. Bunge<br/>Madison, Wisconsin</p> <p>X 17. Mrs. Leslie G. Caldwell<br/>Akron, Ohio</p> <p>18. Miss Norma Carpenter<br/>Lincoln, Nebraska</p> <p>19. Miss Eliz. Clotworthy<br/>Columbia, S. C.</p> <p>20. Mrs. Allan E. Charles<br/>San Francisco, Calif.</p> <p>21. Miss Laurentine Collins<br/>Detroit, Michigan</p> <p>X 22. Mrs. William H. Corwith<br/>South Hempstead, L.I., N.Y.</p> <p>23. Mrs. Oliver Crowther<br/>Portland, Oregon</p> <p>24. Mrs. Wm. J. Denforth<br/>Fort Worth, Texas</p> <p>25. Mrs. Steve G. Davis<br/>Washington, D. C.</p> <p>X 26. Miss Joan E. Demus<br/>Worthington, W. Va.</p> <p>X 27. Mrs. Stephen Derby<br/>Honolulu, Hawaii</p> <p>X 28. Mrs. Ambrose Diehl<br/>San Francisco, Calif.</p> |
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X = returned questionnaire, or provided other information



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| X 29. Miss Margaret Divver<br>Boston, Mass.              | X 47. Dr. Beatrice A. Hicks<br>Bloomfield, New Jersey  |
| X 30. Mrs. George Dobranske<br>Boston, Mass.             | X 48. Mrs. Philip B. Holmes<br>Amherst, New Hampshire  |
| X 31. Mrs. William C. Duffy<br>Sioux Falls, S. D.        | X 49. Mrs. Rush D. Holt<br>Washington, D. C.           |
| 32. Mrs. Richard Elmen<br>Little Rock, Ark.              | X 50. Mrs. Ferne W. Horne<br>Pittsburgh, Pennsylvania  |
| X 33. Mrs. M. Fleishhacker, Jr.<br>San Francisco, Calif. | 51. Mrs. John E. Hurley<br>New Orleans, La.            |
| X 34. Mrs. David K. Ford<br>Cleveland, Ohio              | X 52. Miss Helen G. Irwin<br>Des Moines, Iowa          |
| X 35. Mrs. John T. Galey<br>Pittsburgh, Pa.              | X 53. Miss Ebba Janson<br>Laconia, N. H.               |
| 36. Dr. Zelma George<br>Cleveland, Ohio                  | X 54. Mrs. Maxey Jarman<br>Nashville, Tenn.            |
| X 37. Miss Lucy D. Germain<br>New York, New York         | 55. Mrs. R. Dean Johnson<br>Kansas City, Kansas        |
| 38. Miss Mary L. Gibbons<br>Miller Place, L.I., N.Y.     | X 56. Dr. Helen Johnston<br>Des Moines, Iowa           |
| X 39. Miss Margaret Gilkey<br>Miami, Florida             | X 57. Mrs. Raymond Kahmann<br>Boston, Mass.            |
| X 40. Miss Fern W. Gleiser<br>Chicago, Illinois          | X 58. Dr. Marion Kenworthy<br>New York, New York       |
| X 41. Mrs. Juliet M. Gregory<br>Missoula, Montana        | X 59. Mrs. Howard Kingman<br>Los Angeles, Calif.       |
| X 42. Mrs. Leonard Haas<br>Atlanta, Georgia              | 60. Mrs. Alvin Kirmse<br>Tucson, Arizona               |
| 43. Miss Brynhild Haugland<br>Minot, North Dakota        | 61. Mrs. Vernon Knapp<br>Roswell, New Mexico           |
| X 44. Mrs. Ralph V. Hayenga<br>St. Paul, Minnesota       | X 62. Mrs. Fredric Lattner<br>Des Moines, Iowa         |
| X 45. Mrs. John E. Hayes<br>Twin Falls, Idaho            | X 63. Mrs. Bradner Lee, Jr.<br>Los Angeles, California |
| X 46. Miss Margaret Hickey<br>St. Louis, Missouri        | 64. Mrs. Robert D. Leigh<br>Sacramento, Calif.         |

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| X 65.           | Mrs. Robert M. Levison<br>San Francisco, Calif. | 82.   | Mrs. William S. Morgan<br>Norman, Oklahoma         |
| 66.             | Mrs. Martin J. Lide, Jr.<br>Birmingham, Alabama | 83.   | Mrs. Florence K. Murray<br>Newport, R. I.          |
| 67.             | Mrs. Wallace Louoe<br>Milwaukee, Wisconsin      | X 84. | Mrs. John Wescott Myers<br>Beverly Hills, Calif.   |
| 68.             | Mrs. Katie Louchheim<br>Washington, D. C.       | 85.   | Mrs. Ruth Cowan Nash<br>Harpers Ferry, W. Va.      |
| 69.             | Mrs. Henrietta Loughran<br>Boulder, Colorado    | X 86. | Dr. Mildred E. Newton<br>Columbus, Ohio            |
| 70.             | Mrs. Alfred S. Lucas<br>Birmingham, Alabama     | X 87. | Dr. Jeanne L. Noble<br>New York, New York          |
| X 71.           | Mrs. Russell T. Land<br>Minneapolis, Minn.      | X 88. | Miss Christine Oglevee<br>Jackson, Mississippi     |
| 72.             | Miss Virginia Marmaduke<br>Chicago, Illinois    | 89.   | Miss Rosemary Park<br>Bernard College, N. Y.       |
| 73.             | Mrs. L. D. McClatchey, Sr.<br>Lake Charles, La. | 90.   | Mrs. Margaret Price<br>Washington, D. C.           |
| Out of U.S. 74. | Mrs. R. Louise McManus<br>Falmouth, Mass.       | X 91. | Mrs. Donald A. Quarles<br>Washington, D. C.        |
| X 75.           | Mrs. Stanley Marcus<br>Dallas, Texas            | X 92. | Mrs. J. Oliver Ranson<br>Huntersville, N. C.       |
| 76.             | Mrs. Elizabeth Marshall<br>Chicago, Illinois    | X 93. | Mrs. James C. Ray<br>Shelbyville, Kentucky         |
| X 77.           | Mrs. Charles W. Mayo<br>Rochester, Minn.        | 94.   | Mrs. Benjamin F. Reeves<br>Louisville, Kentucky    |
| X 78.           | Mrs. Loren D. Melton<br>Oklahoma City, Okla.    | 95.   | Mrs. I. William Ricciuti<br>New Orleans, Louisiana |
| X 79.           | Miss Elaine Mobley<br>Reno, Nevada              | X 96. | Mrs. Glenn C. Richards<br>Detroit, Michigan        |
| 80.             | Mrs. George A. Moore<br>Portland, Oregon        | X 97. | Miss Josephine Ripley<br>Washington, D. C.         |
| X 81.           | Mrs. Merlin M. Moore<br>Little Rock, Arkansas   | X 98. | Mrs. Mary C. Rockefeller<br>New York, New York     |

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| 1. The first part of the report is devoted to a general survey of the situation in the country.            | 2. The second part of the report is devoted to a detailed analysis of the economic situation.              |
| 3. The third part of the report is devoted to a detailed analysis of the social situation.                 | 4. The fourth part of the report is devoted to a detailed analysis of the political situation.             |
| 5. The fifth part of the report is devoted to a detailed analysis of the cultural situation.               | 6. The sixth part of the report is devoted to a detailed analysis of the scientific situation.             |
| 7. The seventh part of the report is devoted to a detailed analysis of the educational situation.          | 8. The eighth part of the report is devoted to a detailed analysis of the health situation.                |
| 9. The ninth part of the report is devoted to a detailed analysis of the environmental situation.          | 10. The tenth part of the report is devoted to a detailed analysis of the international situation.         |
| 11. The eleventh part of the report is devoted to a detailed analysis of the military situation.           | 12. The twelfth part of the report is devoted to a detailed analysis of the diplomatic situation.          |
| 13. The thirteenth part of the report is devoted to a detailed analysis of the judicial situation.         | 14. The fourteenth part of the report is devoted to a detailed analysis of the administrative situation.   |
| 15. The fifteenth part of the report is devoted to a detailed analysis of the financial situation.         | 16. The sixteenth part of the report is devoted to a detailed analysis of the tax situation.               |
| 17. The seventeenth part of the report is devoted to a detailed analysis of the labor situation.           | 18. The eighteenth part of the report is devoted to a detailed analysis of the housing situation.          |
| 19. The nineteenth part of the report is devoted to a detailed analysis of the food situation.             | 20. The twentieth part of the report is devoted to a detailed analysis of the clothing situation.          |
| 21. The twenty-first part of the report is devoted to a detailed analysis of the transportation situation. | 22. The twenty-second part of the report is devoted to a detailed analysis of the communication situation. |
| 23. The twenty-third part of the report is devoted to a detailed analysis of the energy situation.         | 24. The twenty-fourth part of the report is devoted to a detailed analysis of the water situation.         |
| 25. The twenty-fifth part of the report is devoted to a detailed analysis of the air situation.            | 26. The twenty-sixth part of the report is devoted to a detailed analysis of the land situation.           |
| 27. The twenty-seventh part of the report is devoted to a detailed analysis of the sea situation.          | 28. The twenty-eighth part of the report is devoted to a detailed analysis of the sky situation.           |
| 29. The twenty-ninth part of the report is devoted to a detailed analysis of the earth situation.          | 30. The thirtieth part of the report is devoted to a detailed analysis of the universe situation.          |

Out of 100 to 100

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| X 99.  | Mrs. Mary G. Roebbing<br>Trenton, N. J.        | X 116. | Mrs. Herbert von Thaden<br>High Point, N. C.    |
| X 100. | Miss Christine Sadler<br>Washington, D. C.     | 117.   | Mrs. Webster Todd<br>Oldwick, N. J.             |
| 101.   | Mrs. Fred Sanborn<br>Great Falls, Montana      | X 118. | Dr. Neige Todhunter<br>University, Alabama      |
| X 102. | Miss Emilie G. Sargent<br>Detroit, Michigan    | X 119. | Mrs. Neal Tourtellotte<br>Seattle, Washington   |
| 103.   | Mrs. August Satterlee<br>Minneapolis, Minn.    | 120.   | Mrs. Lena E. Tugman<br>Cleveland, Ohio          |
| 104.   | Mrs. Bruce Schaefer<br>Atlanta, Georgia        | X 121. | Miss Eleanor Tyler<br>Boston, Mass.             |
| X 105. | Miss Helen B. Schleman<br>West Lafayette, Ind. | X 122. | Mrs. C. O. Vermilyea<br>Daytona Beach, Fla.     |
| 106.   | Mrs. Wm. F. Schnitzler<br>Bethesda, Maryland   | X 123. | Mrs. Morris Unsell<br>Fort Smith, Arkansas      |
| 107.   | Mrs. Clare W. Shank<br>St. Louis, Mo.          | X 124. | Miss Beatrice D. Wade<br>Chicago, Illinois      |
| X 108. | Mrs. James G. Sheehan<br>Danville, Kentucky    | 125.   | Miss Evelyn Walker<br>Birmingham, Alabama       |
| X 109. | Miss Celestine Sibley<br>Atlanta, Georgia      | 126.   | Mrs. Gerald Whitaker<br>Berkeley, Calif.        |
| X 110. | Mrs. Cloud Smith<br>Lincoln, Nebraska          | X 127. | Mrs. Theodore W. Wirths<br>Rockville, Maryland  |
| X 111. | Mrs. Drue Smith<br>Nashville, Tennessee        | X 128. | Mrs. John E. Wise<br>Madison, Wisconsin         |
| X 112. | Dr. Sylvia A. Sorkin<br>St. Louis, Missouri    | 129.   | Dr. Catherine Worthingham<br>New York, New York |
| X 113. | Dr. Alice Sowers<br>Norman, Oklahoma           |        |   |
| X 114. | Mrs. Robert L. Stearns<br>Denver, Colorado     |        |   |
| X 115. | Mrs. Swan S. Taylor, Sr.<br>Jackson, Miss.     |        |   |

| Case No. | Plaintiff | Defendant  | Amount    | Filed  | Disposed | Remarks |
|----------|-----------|------------|-----------|--------|----------|---------|
| 100      | John Doe  | Jane Smith | \$100.00  | 1/1/20 | 1/15/20  | Settled |
| 101      | John Doe  | Jane Smith | \$200.00  | 1/1/20 | 1/15/20  | Settled |
| 102      | John Doe  | Jane Smith | \$300.00  | 1/1/20 | 1/15/20  | Settled |
| 103      | John Doe  | Jane Smith | \$400.00  | 1/1/20 | 1/15/20  | Settled |
| 104      | John Doe  | Jane Smith | \$500.00  | 1/1/20 | 1/15/20  | Settled |
| 105      | John Doe  | Jane Smith | \$600.00  | 1/1/20 | 1/15/20  | Settled |
| 106      | John Doe  | Jane Smith | \$700.00  | 1/1/20 | 1/15/20  | Settled |
| 107      | John Doe  | Jane Smith | \$800.00  | 1/1/20 | 1/15/20  | Settled |
| 108      | John Doe  | Jane Smith | \$900.00  | 1/1/20 | 1/15/20  | Settled |
| 109      | John Doe  | Jane Smith | \$1000.00 | 1/1/20 | 1/15/20  | Settled |
| 110      | John Doe  | Jane Smith | \$1100.00 | 1/1/20 | 1/15/20  | Settled |
| 111      | John Doe  | Jane Smith | \$1200.00 | 1/1/20 | 1/15/20  | Settled |
| 112      | John Doe  | Jane Smith | \$1300.00 | 1/1/20 | 1/15/20  | Settled |
| 113      | John Doe  | Jane Smith | \$1400.00 | 1/1/20 | 1/15/20  | Settled |
| 114      | John Doe  | Jane Smith | \$1500.00 | 1/1/20 | 1/15/20  | Settled |
| 115      | John Doe  | Jane Smith | \$1600.00 | 1/1/20 | 1/15/20  | Settled |
| 116      | John Doe  | Jane Smith | \$1700.00 | 1/1/20 | 1/15/20  | Settled |
| 117      | John Doe  | Jane Smith | \$1800.00 | 1/1/20 | 1/15/20  | Settled |
| 118      | John Doe  | Jane Smith | \$1900.00 | 1/1/20 | 1/15/20  | Settled |
| 119      | John Doe  | Jane Smith | \$2000.00 | 1/1/20 | 1/15/20  | Settled |
| 120      | John Doe  | Jane Smith | \$2100.00 | 1/1/20 | 1/15/20  | Settled |
| 121      | John Doe  | Jane Smith | \$2200.00 | 1/1/20 | 1/15/20  | Settled |
| 122      | John Doe  | Jane Smith | \$2300.00 | 1/1/20 | 1/15/20  | Settled |
| 123      | John Doe  | Jane Smith | \$2400.00 | 1/1/20 | 1/15/20  | Settled |
| 124      | John Doe  | Jane Smith | \$2500.00 | 1/1/20 | 1/15/20  | Settled |
| 125      | John Doe  | Jane Smith | \$2600.00 | 1/1/20 | 1/15/20  | Settled |
| 126      | John Doe  | Jane Smith | \$2700.00 | 1/1/20 | 1/15/20  | Settled |
| 127      | John Doe  | Jane Smith | \$2800.00 | 1/1/20 | 1/15/20  | Settled |
| 128      | John Doe  | Jane Smith | \$2900.00 | 1/1/20 | 1/15/20  | Settled |
| 129      | John Doe  | Jane Smith | \$3000.00 | 1/1/20 | 1/15/20  | Settled |
| 130      | John Doe  | Jane Smith | \$3100.00 | 1/1/20 | 1/15/20  | Settled |
| 131      | John Doe  | Jane Smith | \$3200.00 | 1/1/20 | 1/15/20  | Settled |
| 132      | John Doe  | Jane Smith | \$3300.00 | 1/1/20 | 1/15/20  | Settled |
| 133      | John Doe  | Jane Smith | \$3400.00 | 1/1/20 | 1/15/20  | Settled |
| 134      | John Doe  | Jane Smith | \$3500.00 | 1/1/20 | 1/15/20  | Settled |
| 135      | John Doe  | Jane Smith | \$3600.00 | 1/1/20 | 1/15/20  | Settled |
| 136      | John Doe  | Jane Smith | \$3700.00 | 1/1/20 | 1/15/20  | Settled |
| 137      | John Doe  | Jane Smith | \$3800.00 | 1/1/20 | 1/15/20  | Settled |
| 138      | John Doe  | Jane Smith | \$3900.00 | 1/1/20 | 1/15/20  | Settled |
| 139      | John Doe  | Jane Smith | \$4000.00 | 1/1/20 | 1/15/20  | Settled |
| 140      | John Doe  | Jane Smith | \$4100.00 | 1/1/20 | 1/15/20  | Settled |
| 141      | John Doe  | Jane Smith | \$4200.00 | 1/1/20 | 1/15/20  | Settled |
| 142      | John Doe  | Jane Smith | \$4300.00 | 1/1/20 | 1/15/20  | Settled |
| 143      | John Doe  | Jane Smith | \$4400.00 | 1/1/20 | 1/15/20  | Settled |
| 144      | John Doe  | Jane Smith | \$4500.00 | 1/1/20 | 1/15/20  | Settled |
| 145      | John Doe  | Jane Smith | \$4600.00 | 1/1/20 | 1/15/20  | Settled |
| 146      | John Doe  | Jane Smith | \$4700.00 | 1/1/20 | 1/15/20  | Settled |
| 147      | John Doe  | Jane Smith | \$4800.00 | 1/1/20 | 1/15/20  | Settled |
| 148      | John Doe  | Jane Smith | \$4900.00 | 1/1/20 | 1/15/20  | Settled |
| 149      | John Doe  | Jane Smith | \$5000.00 | 1/1/20 | 1/15/20  | Settled |
| 150      | John Doe  | Jane Smith | \$5100.00 | 1/1/20 | 1/15/20  | Settled |

# APPENDIX C

## QUESTIONNAIRE RESULTS: FREQUENCY

TABLE A.1.--Talks by member on subject of women in the services.  
(numbers in parentheses indicate number of respondents)

| Audience                   | (19)<br>Civ Ldr | (6)<br>Ed | (5)<br>Univ | (5)<br>Gov't | (5)<br>Medical | (9)<br>Misc | (49)<br>Total |
|----------------------------|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| High schools               | 9<br>53         | 4<br>16   | 2<br>6      | 2<br>6       | 1<br>10        | 2<br>12     | 20<br>103     |
| Colleges                   | 9<br>36         | 2<br>7    | 2<br>30     | 2<br>6       | 1<br>3         | 1<br>10     | 17<br>92      |
| Nursing groups             | 8<br>27         | 1<br>2    | ..<br>..    | 1<br>3       | 1<br>3         | 1<br>1      | 12<br>36      |
| Dietitians                 | 4<br>8          | 1<br>1    | ..<br>..    | ..<br>..     | 1<br>1         | ..<br>..    | 6<br>10       |
| Occupational<br>Therapists | 3<br>10         | 1<br>1    | ..<br>..    | ..<br>..     | 1<br>3         | ..<br>..    | 5<br>14       |
| Physical therapists        | 3<br>10         | ..<br>..  | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 3<br>10       |
| Professional groups        | 5<br>41         | ..<br>..  | 1<br>10     | 2<br>9       | 3<br>7         | 5<br>13     | 16<br>80      |
| Men's civic groups         | 9<br>46         | 1<br>2    | ..<br>..    | 2<br>4       | ..<br>..       | 2<br>18     | 14<br>70      |
| Women's civic groups       | 16<br>84        | 5<br>23   | 2<br>15     | 4<br>26      | 2<br>2         | 4<br>49     | 33<br>199     |
| Military groups            | 6<br>13         | 1<br>4    | 1<br>5      | ..<br>..     | 3<br>8         | 2<br>7      | 13<br>37      |
| Television                 | 13<br>63        | 3<br>5    | 2<br>4      | 1<br>2       | 1<br>5         | 3<br>16     | 23<br>95      |
| Radio                      | 10<br>92        | 1<br>2    | 2<br>7      | 2<br>5       | 1<br>1         | 2<br>21     | 18<br>128     |

Notes: The first number in each line represents number of respondents,  
second line indicates number of times used.

*[Faint, illegible handwritten notes]*

TABLE A.2.--Talks by servicewomen, arranged by member

| Audience                | (19)<br>Civ Ldr | (6)<br>Ed | (5)<br>Univ | (5)<br>Gov't | (5)<br>Medical | (9)<br>Misc | (49)<br>Total |
|-------------------------|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| High schools            | 4<br>16         | 5<br>20   | ..<br>..    | 1<br>10      | ..<br>..       | ..<br>..    | 10<br>46      |
| Colleges                | 6<br>25         | 3<br>4    | 7<br>59     | 2<br>7       | 1<br>6         | 1<br>2      | 20<br>103     |
| Nursing groups          | 3<br>21         | 2<br>7    | ..<br>..    | 1<br>4       | 1<br>10        | ..<br>..    | 7<br>42       |
| Dietitians              | 2<br>4          | 1<br>2    | 1<br>10     | ..<br>..     | 1<br>6         | ..<br>..    | 5<br>22       |
| Occupational therapists | 3<br>6          | ..<br>..  | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 3<br>6        |
| Physical therapists     | 2<br>4          | ..<br>..  | 1<br>10     | ..<br>..     | ..<br>..       | ..<br>..    | 3<br>14       |
| Professional groups     | 2<br>19         | 3<br>5    | 1<br>5      | 1<br>5       | ..<br>..       | 1<br>1      | 8<br>35       |
| Men's civic groups      | 4<br>16         | 1<br>1    | ..<br>..    | ..<br>..     | ..<br>..       | 2<br>4      | 7<br>21       |
| Women's civic groups    | 7<br>33         | 2<br>6    | ..<br>..    | 1<br>5       | 1<br>1         | 3<br>10     | 14<br>55      |
| Military groups         | 1<br>8          | 1<br>2    | 1<br>5      | ..<br>..     | 1<br>3         | ..<br>..    | 4<br>18       |
| Television              | 11<br>35        | 2<br>4    | ..<br>..    | 1<br>2       | 1<br>2         | 3<br>17     | 18<br>60      |
| Radio                   | 5<br>11         | 1<br>4    | ..<br>..    | 1<br>4       | ..<br>..       | 3<br>14     | 10<br>37      |

| TABLE I  |                      |      |             |         |              |
|--|----------------------|------|-------------|---------|--------------|
| Summary of the results of the analysis of variance for the different factors |                      |      |             |         |              |
| Factor   | Source of variation  | D.F. | Mean square | F-value | Significance |
| 1. Replication   | Between replicates   | 1    | 1.1         | 0.1     | n.s.         |
| 2. Date  | Between dates        | 1    | 1.1         | 0.1     | n.s.         |
| 3. Soil  | Between soils        | 1    | 1.1         | 0.1     | n.s.         |
| 4. Fertilizer  | Between fertilizers  | 1    | 1.1         | 0.1     | n.s.         |
| 5. Variety   | Between varieties    | 1    | 1.1         | 0.1     | n.s.         |
| 6. Interaction of factors  | Between interactions | 1    | 1.1         | 0.1     | n.s.         |
| 7. Error   | Within replicates    | 1    | 1.1         | 0.1     | n.s.         |
| 8. Total   | Total                | 1    | 1.1         | 0.1     | n.s.         |



TABLE A.3.--Talks by members and servicewomen on same program

| Audience                | (19)<br>Civ Ldr | (6)<br>Ed | (5)<br>Univ | (5)<br>Gov't | (5)<br>Medical | (9)<br>Misc | (49)<br>Total |
|-------------------------|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| High schools            | 5<br>15         | 2<br>20   | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 7<br>35       |
| Colleges                | 5<br>11         | 2<br>3    | 2<br>4      | 1<br>1       | ..<br>..       | 1<br>2      | 11<br>21      |
| Nursing groups          | 6<br>23         | ..<br>..  | ..<br>..    | ..<br>..     | 1<br>1         | ..<br>..    | 7<br>24       |
| Dietitians              | 2<br>2          | ..<br>..  | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 2<br>2        |
| Occupational therapists | 1<br>1          | ..<br>..  | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 1<br>1        |
| Physical therapists     | 1<br>1          | ..<br>..  | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 1<br>1        |
| Professional groups     | 4<br>17         | 1<br>1    | ..<br>..    | 1<br>2       | ..<br>..       | ..<br>..    | 6<br>20       |
| Men's civic groups      | 4<br>15         | ..<br>..  | ..<br>..    | 1<br>1       | ..<br>..       | 1<br>1      | 6<br>17       |
| Women's civic groups    | 7<br>24         | 2<br>5    | ..<br>..    | 4<br>16      | 1<br>2         | 2<br>6      | 16<br>53      |
| Military groups         | 2<br>31         | 1<br>1    | ..<br>..    | ..<br>..     | 1<br>1         | ..<br>..    | 4<br>33       |
| Television              | 4<br>20         | 1<br>3    | 1<br>1      | 1<br>1       | 1<br>8         | 1<br>1      | 9<br>34       |
| Radio                   | 4<br>11         | 1<br>2    | ..<br>..    | 1<br>2       | ..<br>..       | ..<br>..    | 6<br>15       |

| TABLE I                                   |            |                  |                     |                   |                  |
|---|------------|------------------|---------------------|-------------------|------------------|
| Summary of the results of the experiments |            |                  |                     |                   |                  |
| Experiment                                | Time (min) | Temperature (°C) | Concentration (g/l) | Viscosity (poise) | Refractive index |
| 1   | 10         | 25               | 0.5                 | 0.01              | 1.33             |
| 2   | 20         | 25               | 1.0                 | 0.02              | 1.34             |
| 3   | 30         | 25               | 1.5                 | 0.03              | 1.35             |
| 4   | 40         | 25               | 2.0                 | 0.04              | 1.36             |
| 5   | 50         | 25               | 2.5                 | 0.05              | 1.37             |
| 6   | 60         | 25               | 3.0                 | 0.06              | 1.38             |
| 7   | 70         | 25               | 3.5                 | 0.07              | 1.39             |
| 8   | 80         | 25               | 4.0                 | 0.08              | 1.40             |
| 9   | 90         | 25               | 4.5                 | 0.09              | 1.41             |
| 10  | 100        | 25               | 5.0                 | 0.10              | 1.42             |
| 11  | 110        | 25               | 5.5                 | 0.11              | 1.43             |
| 12  | 120        | 25               | 6.0                 | 0.12              | 1.44             |
| 13  | 130        | 25               | 6.5                 | 0.13              | 1.45             |
| 14  | 140        | 25               | 7.0                 | 0.14              | 1.46             |
| 15  | 150        | 25               | 7.5                 | 0.15              | 1.47             |
| 16  | 160        | 25               | 8.0                 | 0.16              | 1.48             |
| 17  | 170        | 25               | 8.5                 | 0.17              | 1.49             |
| 18  | 180        | 25               | 9.0                 | 0.18              | 1.50             |
| 19  | 190        | 25               | 9.5                 | 0.19              | 1.51             |
| 20  | 200        | 25               | 10.0                | 0.20              | 1.52             |
| 21  | 210        | 25               | 10.5                | 0.21              | 1.53             |
| 22  | 220        | 25               | 11.0                | 0.22              | 1.54             |
| 23  | 230        | 25               | 11.5                | 0.23              | 1.55             |
| 24  | 240        | 25               | 12.0                | 0.24              | 1.56             |
| 25  | 250        | 25               | 12.5                | 0.25              | 1.57             |
| 26  | 260        | 25               | 13.0                | 0.26              | 1.58             |
| 27  | 270        | 25               | 13.5                | 0.27              | 1.59             |
| 28  | 280        | 25               | 14.0                | 0.28              | 1.60             |
| 29  | 290        | 25               | 14.5                | 0.29              | 1.61             |
| 30  | 300        | 25               | 15.0                | 0.30              | 1.62             |
| 31  | 310        | 25               | 15.5                | 0.31              | 1.63             |
| 32  | 320        | 25               | 16.0                | 0.32              | 1.64             |
| 33  | 330        | 25               | 16.5                | 0.33              | 1.65             |
| 34  | 340        | 25               | 17.0                | 0.34              | 1.66             |
| 35  | 350        | 25               | 17.5                | 0.35              | 1.67             |
| 36  | 360        | 25               | 18.0                | 0.36              | 1.68             |
| 37  | 370        | 25               | 18.5                | 0.37              | 1.69             |
| 38  | 380        | 25               | 19.0                | 0.38              | 1.70             |
| 39  | 390        | 25               | 19.5                | 0.39              | 1.71             |
| 40  | 400        | 25               | 20.0                | 0.40              | 1.72             |
| 41  | 410        | 25               | 20.5                | 0.41              | 1.73             |
| 42  | 420        | 25               | 21.0                | 0.42              | 1.74             |
| 43  | 430        | 25               | 21.5                | 0.43              | 1.75             |
| 44  | 440        | 25               | 22.0                | 0.44              | 1.76             |
| 45  | 450        | 25               | 22.5                | 0.45              | 1.77             |
| 46  | 460        | 25               | 23.0                | 0.46              | 1.78             |
| 47  | 470        | 25               | 23.5                | 0.47              | 1.79             |
| 48  | 480        | 25               | 24.0                | 0.48              | 1.80             |
| 49  | 490        | 25               | 24.5                | 0.49              | 1.81             |
| 50  | 500        | 25               | 25.0                | 0.50              | 1.82             |
| 51  | 510        | 25               | 25.5                | 0.51              | 1.83             |
| 52  | 520        | 25               | 26.0                | 0.52              | 1.84             |
| 53  | 530        | 25               | 26.5                | 0.53              | 1.85             |
| 54  | 540        | 25               | 27.0                | 0.54              | 1.86             |
| 55  | 550        | 25               | 27.5                | 0.55              | 1.87             |
| 56  | 560        | 25               | 28.0                | 0.56              | 1.88             |
| 57  | 570        | 25               | 28.5                | 0.57              | 1.89             |
| 58  | 580        | 25               | 29.0                | 0.58              | 1.90             |
| 59  | 590        | 25               | 29.5                | 0.59              | 1.91             |
| 60  | 600        | 25               | 30.0                | 0.60              | 1.92             |
| 61  | 610        | 25               | 30.5                | 0.61              | 1.93             |
| 62  | 620        | 25               | 31.0                | 0.62              | 1.94             |
| 63  | 630        | 25               | 31.5                | 0.63              | 1.95             |
| 64  | 640        | 25               | 32.0                | 0.64              | 1.96             |
| 65  | 650        | 25               | 32.5                | 0.65              | 1.97             |
| 66  | 660        | 25               | 33.0                | 0.66              | 1.98             |
| 67  | 670        | 25               | 33.5                | 0.67              | 1.99             |
| 68  | 680        | 25               | 34.0                | 0.68              | 2.00             |
| 69  | 690        | 25               | 34.5                | 0.69              | 2.01             |
| 70  | 700        | 25               | 35.0                | 0.70              | 2.02             |
| 71  | 710        | 25               | 35.5                | 0.71              | 2.03             |
| 72  | 720        | 25               | 36.0                | 0.72              | 2.04             |
| 73  | 730        | 25               | 36.5                | 0.73              | 2.05             |
| 74  | 740        | 25               | 37.0                | 0.74              | 2.06             |
| 75  | 750        | 25               | 37.5                | 0.75              | 2.07             |
| 76  | 760        | 25               | 38.0                | 0.76              | 2.08             |
| 77  | 770        | 25               | 38.5                | 0.77              | 2.09             |
| 78  | 780        | 25               | 39.0                | 0.78              | 2.10             |
| 79  | 790        | 25               | 39.5                | 0.79              | 2.11             |
| 80  | 800        | 25               | 40.0                | 0.80              | 2.12             |
| 81  | 810        | 25               | 40.5                | 0.81              | 2.13             |
| 82  | 820        | 25               | 41.0                | 0.82              | 2.14             |
| 83  | 830        | 25               | 41.5                | 0.83              | 2.15             |
| 84  | 840        | 25               | 42.0                | 0.84              | 2.16             |
| 85  | 850        | 25               | 42.5                | 0.85              | 2.17             |
| 86  | 860        | 25               | 43.0                | 0.86              | 2.18             |
| 87  | 870        | 25               | 43.5                | 0.87              | 2.19             |
| 88  | 880        | 25               | 44.0                | 0.88              | 2.20             |
| 89  | 890        | 25               | 44.5                | 0.89              | 2.21             |
| 90  | 900        | 25               | 45.0                | 0.90              | 2.22             |
| 91  | 910        | 25               | 45.5                | 0.91              | 2.23             |
| 92  | 920        | 25               | 46.0                | 0.92              | 2.24             |
| 93  | 930        | 25               | 46.5                | 0.93              | 2.25             |
| 94  | 940        | 25               | 47.0                | 0.94              | 2.26             |
| 95  | 950        | 25               | 47.5                | 0.95              | 2.27             |
| 96  | 960        | 25               | 48.0                | 0.96              | 2.28             |
| 97  | 970        | 25               | 48.5                | 0.97              | 2.29             |
| 98  | 980        | 25               | 49.0                | 0.98              | 2.30             |
| 99  | 990        | 25               | 49.5                | 0.99              | 2.31             |
| 100                                       | 1000       | 25               | 50.0                | 1.00              | 2.32             |

**TABLE A.4.--Talks by member on other subject with mention of DACOWITS  
or women in the services in the talk or introduction**

| Audiences               | (19)<br>Civ Ldr | (6)<br>Ed | (5)<br>Univ | (5)<br>Gov't | (5)<br>Medical | (9)<br>Misc | (49)<br>Total |
|-------------------------|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| High schools            | 1<br>20         | 1<br>8    | 1<br>5      | 1<br>2       | 2<br>14        | 1<br>12     | 7<br>61       |
| Colleges                | 3<br>15         | ..<br>..  | 1<br>100    | 1<br>1       | 2<br>12        | 1<br>25     | 8<br>153      |
| Nursing groups          | 2<br>9          | ..<br>..  | ..<br>..    | ..<br>..     | 3<br>17        | 1<br>3      | 6<br>29       |
| Dietitians              | ..<br>..        | ..<br>..  | ..<br>..    | ..<br>..     | 2<br>13        | ..<br>..    | 2<br>13       |
| Occupational therapists | ..<br>..        | ..<br>..  | ..<br>..    | ..<br>..     | 2<br>4         | ..<br>..    | 2<br>4        |
| Physical therapists     | ..<br>..        | 1<br>7    | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 1<br>7        |
| Professional groups     | 3<br>13         | 4<br>60   | 3<br>19     | 2<br>13      | 2<br>9         | 4<br>31     | 18<br>145     |
| Men's civic groups      | 3<br>29         | ..<br>..  | 1<br>3      | 2<br>3       | 1<br>3         | 3<br>48     | 10<br>86      |
| Women's civic groups    | 10<br>227       | 2<br>11   | 2<br>11     | 4<br>24      | 2<br>6         | 5<br>113    | 25<br>392     |
| Military groups         | 1<br>7          | 1<br>2    | ..<br>..    | ..<br>..     | ..<br>..       | 1<br>3      | 3<br>12       |
| Television              | 4<br>25         | 1<br>3    | ..<br>..    | ..<br>..     | 2<br>2         | 3<br>24     | 10<br>54      |
| Radio                   | 3<br>5          | 1<br>3    | 1<br>4      | ..<br>..     | 1<br>2         | 3<br>34     | 9<br>48       |

TABLE 1. - SUMMARY OF THE DATA FOR THE YEAR 1960

| Category          | Total | Male | Female | Total | Male | Female |
|-------------------|-------|------|--------|-------|------|--------|
|                   |       |      |        |       |      |        |
| Population        | 100   | 50   | 50     | 100   | 50   | 50     |
| Urban             | 60    | 30   | 30     | 60    | 30   | 30     |
| Rural             | 40    | 20   | 20     | 40    | 20   | 20     |
| Employed          | 70    | 35   | 35     | 70    | 35   | 35     |
| Unemployed        | 30    | 15   | 15     | 30    | 15   | 15     |
| Married           | 80    | 40   | 40     | 80    | 40   | 40     |
| Single            | 20    | 10   | 10     | 20    | 10   | 10     |
| Widowed           | 10    | 5    | 5      | 10    | 5    | 5      |
| Divorced          | 5     | 2.5  | 2.5    | 5     | 2.5  | 2.5    |
| Never married     | 15    | 7.5  | 7.5    | 15    | 7.5  | 7.5    |
| Married 1st time  | 10    | 5    | 5      | 10    | 5    | 5      |
| Married 2nd time  | 5     | 2.5  | 2.5    | 5     | 2.5  | 2.5    |
| Married 3rd time  | 5     | 2.5  | 2.5    | 5     | 2.5  | 2.5    |
| Married 4th time  | 5     | 2.5  | 2.5    | 5     | 2.5  | 2.5    |
| Married 5th time  | 5     | 2.5  | 2.5    | 5     | 2.5  | 2.5    |
| Married 6th time  | 5     | 2.5  | 2.5    | 5     | 2.5  | 2.5    |
| Married 7th time  | 5     | 2.5  | 2.5    | 5     | 2.5  | 2.5    |
| Married 8th time  | 5     | 2.5  | 2.5    | 5     | 2.5  | 2.5    |
| Married 9th time  | 5     | 2.5  | 2.5    | 5     | 2.5  | 2.5    |
| Married 10th time | 5     | 2.5  | 2.5    | 5     | 2.5  | 2.5    |

TABLE A.5.--DACOWITS films showed (not included in other listings)

| Audience                | (19)<br>Civ Ldr | (6)<br>Ed | (5)<br>Univ | (5)<br>Gov't | (5)<br>Medical | (9)<br>Misc | (49)<br>Total |
|-------------------------|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| High schools            | 4<br>30         | 4<br>10   | ..<br>..    | 1<br>3       | ..<br>..       | 1<br>13     | 10<br>56      |
| Colleges                | 3<br>7          | ..<br>..  | 1<br>1      | 1<br>1       | ..<br>..       | ..<br>..    | 5<br>9        |
| Nursing groups          | 5<br>11         | 2<br>4    | ..<br>..    | ..<br>..     | 2<br>3         | ..<br>..    | 7<br>18       |
| Dietitians              | 1<br>3          | ..<br>..  | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 1<br>3        |
| Occupational therapists | 1<br>2          | ..<br>..  | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 1<br>2        |
| Physical therapists     | 1<br>3          | ..<br>..  | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 1<br>3        |
| Professional groups     | 1<br>5          | 1<br>2    | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 2<br>7        |
| Men's civic groups      | 1<br>3          | ..<br>..  | ..<br>..    | 1<br>1       | ..<br>..       | ..<br>..    | 2<br>4        |
| Women's civic groups    | 2<br>6          | 1<br>2    | ..<br>..    | 2<br>12      | ..<br>..       | ..<br>..    | 5<br>20       |
| Military groups         | 2<br>4          | ..<br>..  | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 2<br>4        |
| Television              | 5<br>20         | 1<br>2    | 1<br>2      | 2<br>10      | 1<br>3         | ..<br>..    | 10<br>37      |



TABLE B.1.--General articles about women in the services

| Placement               | (19)<br>Civ Ldr | (7)<br>ES | (5)<br>Univ | (5)<br>Gov't | (5)<br>Medical | (9)<br>Misc | (50)<br>Total |
|-------------------------|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| Daily paper             | 9<br>77         | 3<br>13   | ..<br>..    | 1<br>3       | ..<br>..       | 3<br>17     | 16<br>110     |
| Sunday paper            | 5<br>16         | 3<br>3    | ..<br>..    | 1<br>3       | ..<br>..       | 4<br>8      | 13<br>30      |
| Professional periodical | 4<br>7          | 2<br>4    | 1<br>5      | ..<br>..     | 1<br>2         | 1<br>3      | 9<br>21       |
| Org. periodical         | 7<br>27         | 2<br>4    | 2<br>6      | 1<br>2       | ..<br>..       | 4<br>7      | 16<br>46      |
| Gen. circulation mag.   | 1<br>3          | ..<br>..  | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 1<br>3        |
| College, etc.           | 3<br>15         | ..<br>..  | ..<br>..    | 1<br>2       | 2<br>2         | 1<br>2      | 7<br>21       |
| Other (weekly, mil.)    | 1<br>13         | 1<br>26   | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 2<br>39       |

TABLE B.2.--Articles about specific servicewomen

|                       |         |          |          |          |          |          |          |
|-----------------------|---------|----------|----------|----------|----------|----------|----------|
| Daily paper           | 6<br>37 | 1<br>3   | ..<br>.. | ..<br>.. | 1<br>2   | 2<br>24  | 10<br>66 |
| Sunday paper          | 2<br>6  | 1<br>1   | ..<br>.. | 1<br>1   | 1<br>2   | ..<br>.. | 5<br>10  |
| Prof. periodical      | 1<br>2  | ..<br>.. | ..<br>.. | ..<br>.. | ..<br>.. | ..<br>.. | 1<br>2   |
| Org. periodical       | 2<br>6  | ..<br>.. | 1<br>2   | ..<br>.. | ..<br>.. | 1<br>1   | 4<br>9   |
| Gen. circulation mag. | 1<br>4  | ..<br>.. | ..<br>.. | ..<br>.. | ..<br>.. | ..<br>.. | 1<br>4   |
| College, etc.         | 1<br>8  | ..<br>.. | ..<br>.. | ..<br>.. | ..<br>.. | ..<br>.. | 1<br>8   |





TABLE B.3.--Articles about member and DACOWITS

| Placement             | (19)<br>Civ Ldr | (7)<br>Ed | (5)<br>Univ | (5)<br>Gov't | (5)<br>Medical | (9)<br>Misc | (50)<br>Total |
|-----------------------|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| Daily paper           | 15<br>105       | 4<br>15   | 3<br>19     | 3<br>21      | 4<br>14        | 4<br>43     | 33<br>217     |
| Sunday paper          | 6<br>14         | 2<br>2    | ..<br>..    | 1<br>6       | 1<br>5         | 4<br>14     | 14<br>41      |
| Prof. periodical      | 2<br>3          | 3<br>5    | ..<br>..    | ..<br>..     | 1<br>1         | 2<br>3      | 8<br>12       |
| Org. periodical       | 5<br>11         | 2<br>3    | 2<br>4      | ..<br>..     | 2<br>4         | 4<br>11     | 15<br>33      |
| Gen. circulation mag. | 1<br>5          | ..<br>..  | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 1<br>5        |
| College               | 4<br>6          | ..<br>..  | ..<br>..    | ..<br>..     | 1<br>1         | 1<br>1      | 6<br>8        |
| Other                 | 2<br>3          | ..<br>..  | 1<br>2      | 1<br>2       | ..<br>..       | ..<br>..    | 4<br>7        |

TABLE B.4.--Articles about other subjects which mention member's  
DACOWITS membership

|                       |           |          |          |          |          |          |           |
|-----------------------|-----------|----------|----------|----------|----------|----------|-----------|
| Daily paper           | 10<br>101 | 5<br>15  | 4<br>24  | 3<br>48  | 4<br>14  | 3<br>37  | 29<br>239 |
| Sunday paper          | 2<br>15   | ..<br>.. | ..<br>.. | 2<br>11  | 1<br>5   | 2<br>16  | 7<br>47   |
| Prof. periodical      | 1<br>11   | 1<br>1   | ..<br>.. | ..<br>.. | 1<br>3   | 2<br>13  | 5<br>28   |
| Org. periodical       | 2<br>20   | ..<br>.. | ..<br>.. | ..<br>.. | ..<br>.. | 3<br>18  | 5<br>38   |
| Gen. circulation mag. | 1<br>9    | 1<br>2   | ..<br>.. | ..<br>.. | ..<br>.. | 1<br>5   | 3<br>16   |
| College               | 1<br>5    | 1<br>1   | 1<br>1   | ..<br>.. | ..<br>.. | ..<br>.. | 3<br>16   |
| Other                 | 1<br>17   | ..<br>.. | ..<br>.. | ..<br>.. | ..<br>.. | ..<br>.. | 1<br>17   |

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. This section also outlines the various methods used to collect and analyze data, ensuring that the information is reliable and up-to-date.

2. The second part of the document focuses on the implementation of the proposed changes. It details the steps involved in the process, from the initial planning stage to the final execution. This section highlights the challenges faced during the implementation and provides solutions to overcome them. It also discusses the role of each department in ensuring the successful completion of the project.

3. The third part of the document provides a summary of the findings and conclusions. It summarizes the key points discussed in the previous sections and provides a clear overview of the results. This section also includes recommendations for future actions and a timeline for the next steps. The document concludes by expressing confidence in the organization's ability to achieve its goals and maintain its commitment to excellence.

TABLE C.--Visits as a representative of DACOWITS

| Place                           | (21)<br>Civ Ldr | (8)<br>Ed | (4)<br>Univ | (4)<br>Gov't | (6)<br>Medical | (9)<br>Misc | (52)<br>Total |
|---------------------------------|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| Military installations          | 16<br>154       | 8<br>22   | 2<br>8      | 3<br>18      | 6<br>25        | 8<br>33     | 43<br>260     |
| High schools                    | 7<br>39         | 3<br>24   | 1<br>1      | 1<br>5       | 2<br>12        | 2<br>6      | 16<br>87      |
| Colleges                        | 9<br>47         | 6<br>10   | 3<br>17     | 2<br>6       | ..<br>..       | 3<br>11     | 23<br>91      |
| Schools of nursing              | 10<br>49        | 3<br>4    | ..<br>..    | 1<br>2       | 1<br>3         | 2<br>2      | 17<br>60      |
| Schools of Occupational therapy | 3<br>3          | 1<br>1    | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 4<br>9        |
| Schools of Physical therapy     | 3<br>9          | ..<br>..  | ..<br>..    | 1<br>1       | ..<br>..       | ..<br>..    | 4<br>10       |
| Schools of dietetics            | 5<br>11         | ..<br>..  | ..<br>..    | ..<br>..     | ..<br>..       | ..<br>..    | 5<br>11       |
| Hospitals                       | 8<br>53         | 1<br>2    | ..<br>..    | 1<br>3       | 2<br>5         | 2<br>2      | 14<br>65      |
| Radio/TV                        | 17<br>88        | 6<br>22   | 2<br>4      | 2<br>13      | 3<br>14        | 3<br>25     | 33<br>166     |
| Newspaper offices               | 16<br>113       | 5<br>21   | 1<br>3      | 3<br>11      | 3<br>8         | 5<br>34     | 33<br>190     |
| Organization offices            | 9<br>71         | 1<br>7    | ..<br>..    | 1<br>1       | 1<br>2         | 2<br>3      | 14<br>84      |

|         |  |         |  |         |  |         |  |         |  |         |  |         |  |         |  |         |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |          |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |         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          |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           |  |           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| 1. 1911 |  | 2. 1912 |  | 3. 1913 |  | 4. 1914 |  | 5. 1915 |  | 6. 1916 |  | 7. 1917 |  | 8. 1918 |  | 9. 1919 |  | 10. 1920 |  | 11. 1921 |  | 12. 1922 |  | 13. 1923 |  | 14. 1924 |  | 15. 1925 |  | 16. 1926 |  | 17. 1927 |  | 18. 1928 |  | 19. 1929 |  | 20. 1930 |  | 21. 1931 |  | 22. 1932 |  | 23. 1933 |  | 24. 1934 |  | 25. 1935 |  | 26. 1936 |  | 27. 1937 |  | 28. 1938 |  | 29. 1939 |  | 30. 1940 |  | 31. 1941 |  | 32. 1942 |  | 33. 1943 |  | 34. 1944 |  | 35. 1945 |  | 36. 1946 |  | 37. 1947 |  | 38. 1948 |  | 39. 1949 |  | 40. 1950 |  | 41. 1951 |  | 42. 1952 |  | 43. 1953 |  | 44. 1954 |  | 45. 1955 |  | 46. 1956 |  | 47. 1957 |  | 48. 1958 |  | 49. 1959 |  | 50. 1960 |  | 51. 1961 |  | 52. 1962 |  | 53. 1963 |  | 54. 1964 |  | 55. 1965 |  | 56. 1966 |  | 57. 1967 |  | 58. 1968 |  | 59. 1969 |  | 60. 1970 |  | 61. 1971 |  | 62. 1972 |  | 63. 1973 |  | 64. 1974 |  | 65. 1975 |  | 66. 1976 |  | 67. 1977 |  | 68. 1978 |  | 69. 1979 |  | 70. 1980 |  | 71. 1981 |  | 72. 1982 |  | 73. 1983 |  | 74. 1984 |  | 75. 1985 |  | 76. 1986 |  | 77. 1987 |  | 78. 1988 |  | 79. 1989 |  | 80. 1990 |  | 81. 1991 |  | 82. 1992 |  | 83. 1993 |  | 84. 1994 |  | 85. 1995 |  | 86. 1996 |  | 87. 1997 |  | 88. 1998 |  | 89. 1999 |  | 90. 2000 |  | 91. 2001 |  | 92. 2002 |  | 93. 2003 |  | 94. 2004 |  | 95. 2005 |  | 96. 2006 |  | 97. 2007 |  | 98. 2008 |  | 99. 2009 |  | 100. 2010 |  | 101. 2011 |  | 102. 2012 |  | 103. 2013 |  | 104. 2014 |  | 105. 2015 |  | 106. 2016 |  | 107. 2017 |  | 108. 2018 |  | 109. 2019 |  | 110. 2020 |  | 111. 2021 |  | 112. 2022 |  | 113. 2023 |  | 114. 2024 |  | 115. 2025 |  | 116. 2026 |  | 117. 2027 |  | 118. 2028 |  | 119. 2029 |  | 120. 2030 |  | 121. 2031 |  | 122. 2032 |  | 123. 2033 |  | 124. 2034 |  | 125. 2035 |  | 126. 2036 |  | 127. 2037 |  | 128. 2038 |  | 129. 2039 |  | 130. 2040 |  | 131. 2041 |  | 132. 2042 |  | 133. 2043 |  | 134. 2044 |  | 135. 2045 |  | 136. 2046 |  | 137. 2047 |  | 138. 2048 |  | 139. 2049 |  | 140. 2050 |  | 141. 2051 |  | 142. 2052 |  | 143. 2053 |  | 144. 2054 |  | 145. 2055 |  | 146. 2056 |  | 147. 2057 |  | 148. 2058 |  | 149. 2059 |  | 150. 2060 |  | 151. 2061 |  | 152. 2062 |  | 153. 2063 |  | 154. 2064 |  | 155. 2065 |  | 156. 2066 |  | 157. 2067 |  | 158. 2068 |  | 159. 2069 |  | 160. 2070 |  | 161. 2071 |  | 162. 2072 |  | 163. 2073 |  | 164. 2074 |  | 165. 2075 |  | 166. 2076 |  | 167. 2077 |  | 168. 2078 |  | 169. 2079 |  | 170. 2080 |  | 171. 2081 |  | 172. 2082 |  | 173. 2083 |  | 174. 2084 |  | 175. 2085 |  | 176. 2086 |  | 177. 2087 |  | 178. 2088 |  | 179. 2089 |  | 180. 2090 |  | 181. 2091 |  | 182. 2092 |  | 183. 2093 |  | 184. 2094 |  | 185. 2095 |  | 186. 2096 |  | 187. 2097 |  | 188. 2098 |  | 189. 2099 |  | 190. 2100 |  | 191. 2101 |  | 192. 2102 |  | 193. 2103 |  | 194. 2104 |  | 195. 2105 |  | 196. 2106 |  | 197. 2107 |  | 198. 2108 |  | 199. 2109 |  | 200. 2110 |  | 201. 2111 |  | 202. 2112 |  | 203. 2113 |  | 204. 2114 |  | 205. 2115 |  | 206. 2116 |  | 207. 2117 |  | 208. 2118 |  | 209. 2119 |  | 210. 2120 |  | 211. 2121 |  | 212. 2122 |  | 213. 2123 |  | 214. 2124 |  | 215. 2125 |  | 216. 2126 |  | 217. 2127 |  | 218. 2128 |  | 219. 2129 |  | 220. 2130 |  | 221. 2131 |  | 222. 2132 |  | 223. 2133 |  | 224. 2134 |  | 225. 2135 |  | 226. 2136 |  | 227. 2137 |  | 228. 2138 |  | 229. 2139 |  | 230. 2140 |  | 231. 2141 |  | 232. 2142 |  | 233. 2143 |  | 234. 2144 |  | 235. 2145 |  | 236. 2146 |  | 237. 2147 |  | 238. 2148 |  | 239. 2149 |  | 240. 2150 |  | 241. 2151 |  | 242. 2152 |  | 243. 2153 |  | 244. 2154 |  | 245. 2155 |  | 246. 2156 |  | 247. 2157 |  | 248. 2158 |  | 249. 2159 |  | 250. 2160 |  | 251. 2161 |  | 252. 2162 |  | 253. 2163 |  | 254. 2164 |  | 255. 2165 |  | 256. 2166 |  | 257. 2167 |  | 258. 2168 |  | 259. 2169 |  | 260. 2170 |  | 261. 2171 |  | 262. 2172 |  | 263. 2173 |  | 264. 2174 |  | 265. 2175 |  | 266. 2176 |  | 267. 2177 |  | 268. 2178 |  | 269. 2179 |  | 270. 2180 |  | 271. 2181 |  | 272. 2182 |  | 273. 2183 |  | 274. 2184 |  | 275. 2185 |  | 276. 2186 |  | 277. 2187 |  | 278. 2188 |  | 279. 2189 |  | 280. 2190 |  | 281. 2191 |  | 282. 2192 |  | 283. 2193 |  | 284. 2194 |  | 285. 2195 |  | 286. 2196 |  | 287. 2197 |  | 288. 2198 |  | 289. 2199 |  | 290. 2200 |  | 291. 2201 |  | 292. 2202 |  | 293. 2203 |  | 294. 2204 |  | 295. 2205 |  | 296. 2206 |  | 297. 2207 |  | 298. 2208 |  | 299. 2209 |  | 300. 2210 |  | 301. 2211 |  | 302. 2212 |  | 303. 2213 |  | 304. 2214 |  | 305. 2215 |  | 306. 2216 |  | 307. 2217 |  | 308. 2218 |  | 309. 2219 |  | 310. 2220 |  | 311. 2221 |  | 312. 2222 |  | 313. 2223 |  | 314. 2224 |  | 315. 2225 |  | 316. 2226 |  | 317. 2227 |  | 318. 2228 |  | 319. 2229 |  | 320. 2230 |  | 321. 2231 |  | 322. 2232 |  | 323. 2233 |  | 324. 2234 |  | 325. 2235 |  | 326. 2236 |  | 327. 2237 |  | 328. 2238 |  | 329. 2239 |  | 330. 2240 |  | 331. 2241 |  | 332. 2242 |  | 333. 2243 |  | 334. 2244 |  | 335. 2245 |  | 336. 2246 |  | 337. 2247 |  | 338. 2248 |  | 339. 2249 |  | 340. 2250 |  | 341. 2251 |  | 342. 2252 |  | 343. 2253 |  | 344. 2254 |  | 345. 2255 |  | 346. 2256 |  | 347. 2257 |  | 348. 2258 |  | 349. 2259 |  | 350. 2260 |  | 351. 2261 |  | 352. 2262 |  | 353. 2263 |  | 354. 2264 |  | 355. 2265 |  | 356. 2266 |  | 357. 2267 |  | 358. 2268 |  | 359. 2269 |  | 360. 2270 |  | 361. 2271 |  | 362. 2272 |  | 363. 2273 |  | 364. 2274 |  | 365. 2275 |  | 366. 2276 |  | 367. 2277 |  | 368. 2278 |  | 369. 2279 |  | 370. 2280 |  | 371. 2281 |  | 372. 2282 |  | 373. 2283 |  | 374. 2284 |  | 375. 2285 |  | 376. 2286 |  | 377. 2287 |  | 378. 2288 |  | 379. 2289 |  | 380. 2290 |  | 381. 2291 |  | 382. 2292 |  | 383. 2293 |  | 384. 2294 |  | 385. 2295 |  | 386. 2296 |  | 387. 2297 |  | 388. 2298 |  | 389. 2299 |  | 390. 2300 |  | 391. 2301 |  | 392. 2302 |  | 393. 2303 |  | 394. 2304 |  | 395. 2305 |  | 396. 2306 |  | 397. 2307 |  | 398. 2308 |  | 399. 2309 |  | 400. 2310 |  | 401. 2311 |  | 402. 2312 |  | 403. 2313 |  | 404. 2314 |  | 405. 2315 |  | 406. 2316 |  | 407. 2317 |  | 408. 2318 |  | 409. 2319 |  | 410. 2320 |  | 411. 2321 |  | 412. 2322 |  | 413. 2323 |  | 414. 2324 |  | 415. 2325 |  | 416. 2326 |  | 417. 2327 |  | 418. 2328 |  | 419. 2329 |  | 420. 2330 |  | 421. 2331 |  | 422. 2332 |  | 423. 2333 |  | 424. 2334 |  | 425. 2335 |  | 426. 2336 |  | 427. 2337 |  | 428. 2338 |  | 429. 2339 |  | 430. 2340 |  | 431. 2341 |  | 432. 2342 |  | 433. 2343 |  | 434. 2344 |  | 435. 2345 |  | 436. 2346 |  | 437. 2347 |  | 438. 2348 |  | 439. 2349 |  | 440. 2350 |  | 441. 2351 |  | 442. 2352 |  | 443. 2353 |  | 444. 2354 |  | 445. 2355 |  | 446. 2356 |  | 447. 2357 |  | 448. 2358 |  | 449. 2359 |  | 450. 2360 |  | 451. 2361 |  | 452. 2362 |  | 453. 2363 |  | 454. 2364 |  | 455. 2365 |  | 456. 2366 |  | 457. 2367 |  | 458. 2368 |  | 459. 2369 |  | 460. 2370 |  | 461. 2371 |  | 462. 2372 |  | 463. 2373 |  | 464. 2374 |  | 465. 2375 |  | 466. 2376 |  | 467. 2377 |  | 468. 2378 |  | 469. 2379 |  | 470. 2380 |  | 471. 2381 |  | 472. 2382 |  | 473. 2383 |  | 474. 2384 |  | 475. 2385 |  | 476. 2386 |  | 477. 2387 |  | 478. 2388 |  | 479. 2389 |  | 480. 2390 |  | 481. 2391 |  | 482. 2392 |  | 483. 2393 |  | 484. 2394 |  | 485. 2395 |  | 486. 2396 |  | 487. 2397 |  | 488. 2398 |  | 489. 2399 |  | 490. 2400 |  | 491. 2401 |  | 492. 2402 |  | 493. 2403 |  | 494. 2404 |  | 495. 2405 |  | 496. 2406 |  | 497. 2407 |  | 498. 2408 |  | 499. 2409 |  | 500. 2410 |  | 501. 2411 |  | 502. 2412 |  | 503. 2413 |  | 504. 2414 |  | 505. 2415 |  | 506. 2416 |  | 507. 2417 |  | 508. 2418 |  | 509. 2419 |  | 510. 2420 |  | 511. 2421 |  | 512. 2422 |  | 513. 2423 |  | 514. 2424 |  | 515. 2425 |  | 516. 2426 |  | 517. 2427 |  | 518. 2428 |  | 519. 2429 |  | 520. 2430 |  | 521. 2431 |  | 522. 2432 |  | 523. 2433 |  | 524. 2434 |  | 525. 2435 |  | 526. 2436 |  | 527. 2437 |  | 528. 2438 |  | 529. 2439 |  | 530. 2440 |  | 531. 2441 |  | 532. 2442 |  | 533. 2443 |  | 534. 2444 |  | 535. 2445 |  | 536. 2446 |  | 537. 2447 |  | 538. 2448 |  | 539. 2449 |  | 540. 2450 |  | 541. 2451 |  | 542. 2452 |  | 543. 2453 |  | 544. 2454 |  | 545. 2455 |  | 546. 2456 |  | 547. 2457 |  | 548. 2458 |  | 549. 2459 |  | 550. 2460 |  | 551. 2461 |  | 552. 2462 |  | 553. 2463 |  | 554. 2464 |  | 555. 2465 |  | 556. 2466 |  | 557. 2467 |  | 558. 2468 |  | 559. 2469 |  | 560. 2470 |  | 561. 2471 |  | 562. 2472 |  | 563. 2473 |  | 564. 2474 |  | 565. 2475 |  | 566. 2476 |  | 567. 2477 |  | 568. 2478 |  | 569. 2479 |  | 570. 2480 |  | 571. 2481 |  | 572. 2482 |  | 573. 2483 |  | 574. 2484 |  | 575. 2485 |  | 576. 2486 |  | 577. 2487 |  | 578. 2488 |  | 579. 2489 |  | 580. 2490 |  | 581. 2491 |  | 582. 2492 |  | 583. 2493 |  | 584. 2494 |  | 585. 2495 |  | 586. 2496 |  | 587. 2497 |  | 588. 2498 |  | 589. 2499 |  | 590. 2500 |  | 591. 2501 |  | 592. 2502 |  | 593. 2503 |  | 594. 2504 |  | 595. 2505 |  | 596. 2506 |  | 597. 2507 |  | 598. 2508 |  | 599. 2509 |  | 600. 2510 |  | 601. 2511 |  | 602. 2512 |  | 603. 2513 |  | 604. 2514 |  | 605. 2515 |  | 606. 2516 |  | 607. 2517 |  | 608. 2518 |  | 609. 2519 |  | 610. 2520 |  | 611. 2521 |  | 612. 2522 |  | 613. 2523 |  | 614. 2524 |  | 615. 2525 |  | 616. 2526 |  | 617. 2527 |  | 618. 2528 |  | 619. 2529 |  | 620. 2530 |  | 621. 2531 |  | 622. 2532 |  | 623. 2533 |  | 624. 2534 |  | 625. 2535 |  | 626. 2536 |  | 627. 2537 |  | 628. 2538 |  | 629. 2539 |  | 630. 2540 |  | 631. 2541 |  | 632. 2542 |  | 633. 2543 |  | 634. 2544 |  | 635. 2545 |  | 636. 2546 |  | 637. 2547 |  | 638. 2548 |  | 639. 2549 |  | 640. 2550 |  | 641. 2551 |  | 642. 2552 |  | 643. 2553 |  | 644. 2554 |  | 645. 2555 |  | 646. 2556 |  | 647. 2557 |  | 648. 2558 |  | 649. 2559 |  | 650. 2560 |  | 651. 2561 |  | 652. 2562 |  | 653. 2563 |  | 654. 2564 |  | 655. 2565 |  | 656. 2566 |  | 657. 2567 |  | 658. 2568 |  | 659. 2569 |  | 660. 2570 |  | 661. 2571 |  | 662. 2572 |  | 663. 2573 |  | 664. 2574 |  | 665. 2575 |  | 666. 2576 |  | 667. 2577 |  | 668. 2578 |  | 669. 2579 |  | 670. 2580 |  | 671. 2581 |  | 672. 2582 |  | 673. 2583 |  | 674. 2584 |  | 675. 2585 |  | 676. 2586 |  | 677. 2587 |  | 678. 2588 |  | 679. 2589 |  | 680. 2590 |  | 681. 2591 |  | 682. 2592 |  | 683. 2593 |  | 684. 2594 |  | 685. 2595 |  | 686. 2596 |  | 687. 2597 |  | 688. 2598 |  | 689. 2599 |  | 690. 2600 |  | 691. 2601 |  | 692. 2602 |  | 693. 2603 |  | 694. 2604 |  | 695. 2605 |  | 696. 2606 |  | 697. 2607 |  | 698. 2608 |  | 699. 2609 |  | 700. 2610 |  | 701. 2611 |  | 702. 2612 |  | 703. 2613 |  | 704. 2614 |  | 705. 2615 |  | 706. 2616 |  | 707. 2617 |  | 708. 2618 |  | 709. 2619 |  | 710. 2620 |  | 711. 2621 |  | 712. 2622 |  | 713. 2623 |  | 714. 2624 |  | 715. 2625 |  | 716. 2626 |  | 717. 2627 |  | 718. 2628 |  | 719. 2629 |  | 720. 2630 |  | 721. 2631 |  | 722. 2632 |  | 723. 2633 |  | 724. 2634 |  | 725. 2635 |  | 726. 2636 |  | 727. 2637 |  | 728. 2638 |  | 729. 2639 |  | 730. 2640 |  | 731. 2641 |  | 732. 2642 |  | 733. 2643 |  | 734. 2644 |  | 735. |  |
|---------|--|---------|--|---------|--|---------|--|---------|--|---------|--|---------|--|---------|--|---------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-------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TABLE D.--Conventions

| Arrangements                           | (18)<br>Civ Ldr | (7)<br>Ed | (6)<br>Univ | (5)<br>Gov't | (6)<br>Medical | (8)<br>Misc | (50)<br>Total |
|--|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
|  | 15              | 5         | 2           | 3            | 2              | 5           | 32            |
| Display of materials                   | 57              | 15        | 14          | 12           | 3              | 8           | 109           |
|  | 6               | 2         | 1           | 1            | 1              | ..          | 11            |
| Helped men display                     | 17              | 5         | 1           | 2            | 2              | ..          | 27            |
|  | 14              | 6         | 5           | 2            | 3              | 7           | 37            |
| Military at meetings                   | 63              | 25        | 19          | 13           | 7              | 27          | 154           |
|  | 11              | 4         | 2           | 2            | 6              | 4           | 29            |
| Military at social functions           | 68              | 23        | 11          | 8            | 20             | 32          | 162           |
|  | 6               | 4         | 2           | 2            | 6              | 4           | 29            |
| Info in program                        | 29              | 8         | 5           | ..           | 5              | 22          | 69            |
|  | 11              | 4         | 1           | 2            | 2              | ..          | 20            |
| Attended as representative of DACOWITS | 52              | 25        | 2           | 4            | 2              | ..          | 86            |



TABLE E.--Miscellaneous

| Activity   | (21)<br>Civ Ldr | (7)<br>Ed | (6)<br>Univ | (5)<br>Gov't | (3)<br>Medical | (9)<br>Misc | (54)<br>Total |
|--|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| Hostess at social function for military & civilian         | 15<br>100       | 6<br>24   | 4<br>12     | 4<br>11      | 5<br>26        | 2<br>11     | 36<br>184     |
| Mil. women your guest at social function                   | 17<br>125       | 7<br>24   | 4<br>23     | 4<br>10      | 5<br>28        | 5<br>24     | 42<br>234     |
| Hostess at dinner for mil. & civilians                     | 9<br>33         | 2<br>5    | 1<br>5      | 1<br>2       | 3<br>11        | 3<br>21     | 19<br>77      |
| Mil. women your guests at dinner, civilians present        | 7<br>27         | 7<br>24   | 2<br>10     | 1<br>4       | 3<br>24        | 3<br>17     | 23<br>106     |
| Mil. women your guests theatre, opera, etc.                | 7<br>25         | 3<br>6    | ..<br>..    | ..<br>..     | 1<br>7         | ..<br>..    | 11<br>38      |
| Mil. women your guests at org. meetings                    | 10<br>84        | 6<br>33   | 2<br>7      | 3<br>12      | 3<br>8         | 2<br>9      | 26<br>153     |
| You guest at lunch or dinner as rep. of DACOWITS           | 14<br>90        | 6<br>23   | 1<br>2      | 4<br>18      | 4<br>26        | 8<br>30     | 37<br>189     |
| Proclamation by Governor of special day/week               | 9<br>21         | 1<br>3    | ..<br>..    | 2<br>2       | 1<br>2         | 1<br>10     | 14<br>38      |
| Mil. women in parade at your suggestion                    | 13<br>33        | 3<br>5    | ..<br>..    | 2<br>4       | 1<br>1         | 2<br>6      | 21<br>49      |
| You in reviewing stand at parade                           | 12<br>39        | 6<br>9    | 1<br>10     | 2<br>5       | 2<br>5         | 3<br>7      | 26<br>75      |
| Store window display                                       | 11<br>40        | 3<br>7    | ..<br>..    | 2<br>3       | 1<br>1         | 3<br>10     | 20<br>61      |
| Fashion show of women's uniforms                           | 7<br>12         | ..<br>..  | ..<br>..    | ..<br>..     | 3<br>4         | 1<br>2      | 11<br>18      |
| Talked with military officials on problems of servicewomen | 15<br>55        | 4<br>15   | 3<br>12     | 3<br>14      | 2<br>27        | 7<br>25     | 34<br>188     |





Although the questionnaire results and sub groupings were not of sufficient quantity to permit definitive interpretation, they can be studied for trends. For the purpose of this summary, any communication method used by at least one-fourth of the respondents, and for an average of at least five times, will be considered significant.

The category with the largest number of significant results was A.1.--Talks by member on subject of women in the services. The audiences falling in the significant category are: women's civic groups; radio; colleges; high schools; professional groups; and men's civic groups. This would add strength to the idea that most of the members choose to speak about women in the services as the method of fulfilling their interpretative function. This was the only method in which men's civic groups were significant.

A.2.--Talks by servicewomen, arranged by member. The only significant finding here was for college groups. Although well over a quarter of the members reported using this method for women's civic groups and for television, they did not use it frequently enough to be significant. The finding for college groups fits in with the cooperation between members and women officers on recruiting duty.

A.3.--Talks by members and servicewomen on same program. No significant findings.

A.4.--Talks by member on other subject, mention of DACOWITS. This was highly significant for women's civic groups, the highest



of any method reported. It was also significant for professional groups.

A.5.--DACOWITS films showed. No significant findings.

Articles (Section B) did not find as much favor with members as did speeches. The only ones that were significant were:

(1) general articles about women in the services, in daily papers; (2) articles about member and DACOWITS, in daily papers; and (3) articles about other subjects which mentioned member's DACOWITS membership, in daily papers. All the significant responses were in daily papers. It should be remembered, however, that frequency of use and effect do not necessarily have a correlation. A full-page spread with pictures in one Sunday paper may be more effective than articles in a dozen daily papers, but this questionnaire had no way of comparing effectiveness.

There were a number of significant visits made by members as representatives of DACOWITS (Section C). These were to military installations, newspaper offices, organization offices, radio and television stations, high schools, and hospitals. Over half of the members visited newspaper offices and radio and television stations. It appears that they used personal visits to obtain cooperation from the mass media, as recommended in most public relations texts.

The only significant answer on the use of conventions (Section D) is arranging to have military at social functions. However, as discussed in chapter IV, this answer is accepted



with caution, as it appeared that members interpreted the term convention broadly.

Under miscellaneous activities (Section E) are found five significant ones: military women guests of member at organization meetings; military women guest of member at social functions; member attending lunch or dinner as representative of DACOWITS; member hostess for social function attended by military and civilian persons; and member talked with military officials on problems of servicewomen. These findings are in line with the recognized need to have the public actually meet women in the services.

The significant results in this tabulation of frequency of communications methods correlates closely with the methods members felt were most effective for them. No conclusions will be drawn from this, however, as it could be either that they were used most frequently because they were most effective, or they were most effective because they were used most frequently.



TABLE II.B.--Feedback

| Type   | (14)<br>Civ Ldr | (7)<br>Ed | (4)<br>Univ | (4)<br>Gov't | (6)<br>Medical | (5)<br>Misc | (40)<br>Total |
|--|-----------------|-----------|-------------|--------------|----------------|-------------|---------------|
| Request for program,<br>from someone who<br>saw one              | 11<br>62        | 6<br>15   | ..<br>..    | 3<br>15      | 4<br>10        | 5<br>11     | 29<br>113     |
| Req for program from<br>one who heard about<br>one you presented | 8<br>48         | 5<br>7    | ..<br>..    | 3<br>7       | 1<br>3         | 4<br>6      | 21<br>71      |
| Letters as result of<br>program                                  | 6<br>63         | 5<br>32   | 1<br>3      | ..<br>..     | 2<br>7         | 2<br>13     | 16<br>118     |
| Letters result of<br>radio/TV appearance                         | 5<br>33         | 4<br>19   | 2<br>15     | ..<br>..     | ..<br>..       | 2<br>17     | 13<br>84      |
| Letters result of<br>printed material                            | 4<br>72         | 4<br>14   | ..<br>..    | 1<br>1       | 3<br>35        | ..<br>..    | 12<br>122     |
| Calls, from programs<br>presented                                | 11<br>107       | 4<br>50   | ..<br>..    | 2<br>13      | 3<br>17        | 2<br>13     | 22<br>200     |
| Calls, from radio/TV<br>appearances                              | 8<br>85         | 5<br>41   | ..<br>..    | 2<br>7       | 3<br>8         | 2<br>19     | 20<br>160     |
| Calls, from printed<br>material                                  | 4<br>36         | 3<br>20   | ..<br>..    | 1<br>1       | 2<br>13        | ..<br>..    | 10<br>70      |
| Face-to-face comments,<br>result of program                      | 10<br>391       | 5<br>41   | 2<br>14     | 2<br>6       | 5<br>48        | 4<br>83     | 28<br>583     |
| Comments, from radio/<br>TV programs                             | 8<br>324        | 5<br>41   | 2<br>12     | 2<br>24      | 2<br>8         | 2<br>17     | 21<br>426     |
| Comments, from printed<br>material                               | 3<br>50         | 4<br>22   | 2<br>18     | 2<br>12      | 1<br>2         | 1<br>10     | 13<br>124     |

Summary: the highest percentage of feedback was in the form of face-to-face comments. Next comes telephone calls, with letters last. This is normal; it descends in frequency as it increases in the amount of effort required. About the only notable thing is that there were sufficient letters to be significant.





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11. (1)  $\frac{1}{2} \log \frac{1}{2}$  (2)  $\frac{1}{2} \log \frac{1}{2}$  (3)  $\frac{1}{2} \log \frac{1}{2}$

12. (1)  $\frac{1}{2} \log \frac{1}{2}$  (2)  $\frac{1}{2} \log \frac{1}{2}$  (3)  $\frac{1}{2} \log \frac{1}{2}$

13. (1)  $\frac{1}{2} \log \frac{1}{2}$  (2)  $\frac{1}{2} \log \frac{1}{2}$  (3)  $\frac{1}{2} \log \frac{1}{2}$

14. (1)  $\frac{1}{2} \log \frac{1}{2}$  (2)  $\frac{1}{2} \log \frac{1}{2}$  (3)  $\frac{1}{2} \log \frac{1}{2}$

15. (1)  $\frac{1}{2} \log \frac{1}{2}$  (2)  $\frac{1}{2} \log \frac{1}{2}$  (3)  $\frac{1}{2} \log \frac{1}{2}$

16. (1)  $\frac{1}{2} \log \frac{1}{2}$  (2)  $\frac{1}{2} \log \frac{1}{2}$  (3)  $\frac{1}{2} \log \frac{1}{2}$

17. (1)  $\frac{1}{2} \log \frac{1}{2}$  (2)  $\frac{1}{2} \log \frac{1}{2}$  (3)  $\frac{1}{2} \log \frac{1}{2}$

18. (1)  $\frac{1}{2} \log \frac{1}{2}$  (2)  $\frac{1}{2} \log \frac{1}{2}$  (3)  $\frac{1}{2} \log \frac{1}{2}$

19. (1)  $\frac{1}{2} \log \frac{1}{2}$  (2)  $\frac{1}{2} \log \frac{1}{2}$  (3)  $\frac{1}{2} \log \frac{1}{2}$

20. (1)  $\frac{1}{2} \log \frac{1}{2}$  (2)  $\frac{1}{2} \log \frac{1}{2}$  (3)  $\frac{1}{2} \log \frac{1}{2}$

21. (1)  $\frac{1}{2} \log \frac{1}{2}$  (2)  $\frac{1}{2} \log \frac{1}{2}$  (3)  $\frac{1}{2} \log \frac{1}{2}$

22. (1)  $\frac{1}{2} \log \frac{1}{2}$  (2)  $\frac{1}{2} \log \frac{1}{2}$  (3)  $\frac{1}{2} \log \frac{1}{2}$

23. (1)  $\frac{1}{2} \log \frac{1}{2}$  (2)  $\frac{1}{2} \log \frac{1}{2}$  (3)  $\frac{1}{2} \log \frac{1}{2}$

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1. The first part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation

$$f(x) = \int_0^x f(t) dt$$

It is shown that the function  $f(x)$  is continuous and differentiable at the point  $x=0$ . The derivative of the function at this point is equal to  $f(0)$ .

2. In the second part of the paper, we consider the function  $f(x)$  defined by the equation

$$f(x) = \int_0^x f(t) dt + \int_0^x f(t) dt + \int_0^x f(t) dt + \dots$$

It is shown that the function  $f(x)$  is continuous and differentiable at the point  $x=0$ . The derivative of the function at this point is equal to  $f(0)$ .

### 3.

In the third part of the paper, we consider the function  $f(x)$  defined by the equation

$$f(x) = \int_0^x f(t) dt + \int_0^x f(t) dt + \int_0^x f(t) dt + \dots$$

It is shown that the function  $f(x)$  is continuous and differentiable at the point  $x=0$ . The derivative of the function at this point is equal to  $f(0)$ .

4. In the fourth part of the paper, we consider the function  $f(x)$  defined by the equation

$$f(x) = \int_0^x f(t) dt + \int_0^x f(t) dt + \int_0^x f(t) dt + \dots$$

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the following conditions are satisfied, then the system is said to be *stable*.

(i)  $\lim_{t \rightarrow \infty} x(t) = 0$

(ii)  $\lim_{t \rightarrow \infty} \dot{x}(t) = 0$  and  $\lim_{t \rightarrow \infty} \ddot{x}(t) = 0$

(iii)  $\lim_{t \rightarrow \infty} \ddot{x}(t) = 0$  and  $\lim_{t \rightarrow \infty} \dddot{x}(t) = 0$

(iv)  $\lim_{t \rightarrow \infty} \dddot{x}(t) = 0$  and  $\lim_{t \rightarrow \infty} \ddot{x}(t) = 0$

(v)  $\lim_{t \rightarrow \infty} \ddot{x}(t) = 0$  and  $\lim_{t \rightarrow \infty} \dot{x}(t) = 0$

(vi)  $\lim_{t \rightarrow \infty} \dot{x}(t) = 0$  and  $\lim_{t \rightarrow \infty} x(t) = 0$

(vii)  $\lim_{t \rightarrow \infty} x(t) = 0$  and  $\lim_{t \rightarrow \infty} \dot{x}(t) = 0$

(viii)  $\lim_{t \rightarrow \infty} \dot{x}(t) = 0$  and  $\lim_{t \rightarrow \infty} \ddot{x}(t) = 0$

(ix)  $\lim_{t \rightarrow \infty} \ddot{x}(t) = 0$  and  $\lim_{t \rightarrow \infty} \ddot{x}(t) = 0$

(x)  $\lim_{t \rightarrow \infty} \ddot{x}(t) = 0$  and  $\lim_{t \rightarrow \infty} \ddot{x}(t) = 0$

(xi)  $\lim_{t \rightarrow \infty} \ddot{x}(t) = 0$  and  $\lim_{t \rightarrow \infty} \ddot{x}(t) = 0$

(xii)  $\lim_{t \rightarrow \infty} \ddot{x}(t) = 0$  and  $\lim_{t \rightarrow \infty} \ddot{x}(t) = 0$











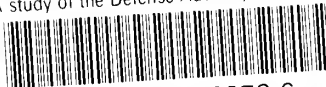




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